

U.S. History: Reconstruction, Migration, and Industrialization

Stage 1 Desired Results				
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective. - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. - His.2.9-12. Analyze change and continuity in historical eras. - His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. - His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. - His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives. - His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced. - His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. - His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. - His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. - His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. - His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. - His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. - His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.	Transfer			
	Students will be able to independently use their learning to make informed decisions based upon chronological reasoning and historical perspective.			
	Meaning			
	ENDURING UNDERSTANDINGS Students will understand that... - in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. - principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. - economic decision making involves setting goals, identifying the resources available to achieve those goals, and weighing the additional benefit of an action against the additional cost. - each place on Earth has a unique set of local conditions and connections to other places. - history is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. - chronological reasoning requires wrestling with issues of causality, significance, context, and perspective.		ESSENTIAL QUESTIONS - Do migration patterns change society or does society change migration patterns? - What defines an American? - Do the benefits of technological advances outweigh the consequences?	
	Acquisition			
	Students will know... - that when the physical fighting of the Civil War came to an end, there were many political and social issues left to be resolved. - that the events of the Reconstruction Era brought great change to government, economic, and social systems. - that the pursuit of economic opportunity led settlers		Students will be skilled at... - evaluating the impact of historical context. - analyzing change and continuity over time. - analyzing influences on historical perspectives. - explaining how present perspectives influence interpretations of history. - analyzing the relationship between primary and secondary sources, and evaluating the limitations of	

• His.14.9-12. Analyze multiple and complex causes and effects of events in the past. • His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument. • His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. • His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy. • Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living • Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. • Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. • Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions. • Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. • Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. • Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. • Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. • Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related. • Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.	to push westward, forcing confrontation with established Native American cultures. • the negative impact of westward expansion on the Native Americans such as competition for land, loss of the Buffalo and forced migration. • about the American Cowboy and the cattle industry in the mid-1800's. • the government's role in promoting the settlement of the Great Plains (subsidizing railroad construction, providing free land and sponsoring agricultural research). • the struggles faced by the settlers on the Great Plains. • that farmers banded together to address their economic problems, giving rise to the Populist movement. • that industry boomed as natural resources, creative ideas, new social philosophies, and growing markets fuel technological development (light bulb, telephone, linotype), providing more jobs and choices. • that the growth and consolidation of the railroads benefited the nation but led to corruption and regulation. • that corporations demonstrated increasing power in the government and in society by the hands of industrialists. • that laborers formed Labor Unions in an effort to better working conditions and pay. They met with initial success but once organized, the political influence of workers declined. • that new immigrants from Southern and Eastern Europe, Asia, the Caribbean, and Mexico faced culture shock and prejudice, as well as the opportunity for a better life in the United States. • that discrimination and segregation became more firmly entrenched in daily life (ie: the creation of the Jim Crow Laws and an increase in the number of lynchings). • that the rapid growth of cities created many problems (ie: how to provide adequate housing, transportation, water, political corruption, and sanitation and how to fight fire and crime).	each. • critiquing the usefulness of historical sources. • analyzing cause and effect relationships • distinguishing between long-term causes and triggering events to develop an argument. • integrating evidence from multiple sources into a reasoned argument. • critiquing varying media for historical accuracy • evaluating the influences and effectiveness of decisions and decision making. • evaluating the impact of human settlement activities on regional characteristics. • evaluating the impact of economic and political decision making on spatial patterns. • critiquing relationships within systems. • evaluating social and political systems in different contexts, times, and places. • analyzing how laws are used or challenged to address public issues.
---	--	--

	- that public schools, and the growing number of colleges, created an educated workforce that not only helped industry and fueled the need for more literature, but “Americanized” immigrants to American customs - that the “political machine” emerged as cities attempted to deal with the problem of rapid urbanization. - that, as Americans had more time for leisure activities, a modern mass culture emerged, especially through newspapers and retail advertising. - of the following key players, places, events, and/or ideas: - Abraham Lincoln, Radical Republicans, Andrew Johnson, John Wilkes Booth, Thaddeus Stevens, Freedman’s Bureau, Benjamin Wade, Black Codes, The Civil War Amendments, Ulysses S. Grant, homesteaders, Populism, Manifest Destiny, Homestead Act, Battle of Wounded Knee, Thomas A. Edison, Alexander G. Bell, George Pullman, Interstate Commerce Act, Andrew Carnegie, Social Darwinism, Transcontinental Railroad, John D. Rockefeller, Sherman Anti-Trust Act, American Federation of Labor (AFL), Industrial Workers of the World (IWW), Ellis/ Angel Island, Chinese Exclusion Act, Social Gospel Movement, Jane Addams, “Boss” Tweed, Gilded Age <u>vocabulary:</u> Reconstruction, impeachment, abolitionist, monopoly, holding company, trust, collective bargaining, culture shock, graft, political machine, kickbacks, patronage, civil service, robber baron, linotype, vertical integration, horizontal integration, settlement house	
Content Area Literacy Standards		21 st Century Skills
- RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. - RH.11-12.2 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. - RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. - RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the		- make judgments and decisions - solve problems - work creatively with others - access and evaluate information - interact effectively with others

meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). • RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. • RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. • RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. • RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>. • WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. • WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.11-12.5 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. • WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • WHST.11-12.7 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. • WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	
--	--

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	