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A New America: The Gilded Age and Westward Expansion (11th grade)

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A New America: The Gilded Age and Westward Expansion

This unit is designed for an on level, eleventh grade class of United States History Since 1877.

Stage 1 – Desired Results											
<p style="text-align: center;"><u>Established Goals</u> <i>Texas Essential Knowledge and Skills</i></p> <p><i>Hist 3(A)</i> analyze political issues such as Indian policies, the growth of political machines, ... and the beginnings of Populism; <i>Hist 3(B)</i> analyze economic issues such as industrialization, the growth of railroads, ... farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business; <i>Hist 3(C)</i> analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; <i>Hist 3(D)</i> describe the optimism of the many immigrants who sought a better life in America. <i>Geo 12(A)</i> analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush ... <i>Geo 13(A)</i> analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban ... <i>Geo 14(A)</i> identify the effects of population growth and distribution on the physical environment; <i>Econ 15(A)</i> describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century; <i>Econ 15(B)</i> describe the changing relationship between the federal government and private business, including the costs and benefits of</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 5px;">Transfer</th> </tr> <tr> <td colspan="2" style="padding: 5px;"><i>Students will independently use their learning to...</i></td> </tr> <tr> <td colspan="2" style="padding: 5px;"> Recognize signs of nativism and identify its causes in the contemporary world. Recognize signs of cultural assimilation and its identify its effects in the contemporary world. Recognize signs of a “gilded” society and identify examples in the contemporary world. </td> </tr> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 5px;">Meaning</th> </tr> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Understandings</u> <i>Students will understand that....</i></p> A rural environment influences lifestyle differently than an urban environment. Technological advances change society. Industrialization changed how humankind operates. Successful new inventions contribute to economic progress. Railroads make it easier to travel, move, and communicate. A lack of government intervention in the economy allows for monopolistic business strategies to decrease competition. People are usually paid more for jobs that require training and expertise, while unskilled labor is usually paid very little. Unions protect workers so that they can strike. Culturally unique minority populations are sometimes forced to assimilate. Government policies can be used to control specific populations. </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>Essential Questions</u> <i>Students will consider....</i></p> Should human settlement continue to urbanize? Is new technology always better than that which it replaces? What should human progress look like? What motivates or accelerates technological advances? Is it necessary for one’s government to interfere with the economy? To what extent should a country restrict immigration? When is it acceptable for a population to expand into another’s land? To what extent should a minority population be expected to assimilate? 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<p>laissez-faire, anti-trust acts, the Interstate Commerce Act...</p> <p><i>Econ 15(C)</i> explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882...</p> <p><i>Cit 23(B)</i> evaluate various means of achieving equality of political rights, including ... congressional acts such as the American Indian Citizenship Act of 1924;</p> <p><i>Cit 24(B)</i> evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie...</p> <p><i>Cult 26(A)</i> explain actions taken by people to expand economic opportunities and political rights ... in American society;</p> <p><i>Cult 26(B)</i> discuss the Americanization movement to assimilate immigrants and American Indians into American culture;</p> <p><i>Sci 27(A)</i> explain the effects of scientific discoveries and technological innovations such as electric power, telephone ... communications, petroleum-based products, steel production ... on the economic development of the United States;</p>	Acquisition	
	<p><u>Knowledge</u> <i>Students will know the...</i></p> <p>Bessemer Process, Transcontinental Railroad, Alexander Graham Bell, Telephone, Thomas Edison, Free Enterprise System, National Market, Corporation, Entrepreneur, "Gilded Age", Captains of Industry, Robber Baron, Andrew Carnegie, Philanthropy, John D. Rockefeller, Monopoly, Interstate Commerce Act, Sherman Anti-Trust Act, Child Labor, Laissez-faire, Union, Knights of Labor, American Federation of Labor, Samuel Gompers, Urbanization, Demography, Tenement Housing, Political Machine, Political "Bosses", Immigration, "Push" and "Pull" Factors, "New Immigrants", Ethnic Ghettos, Nativists, Americanization, Chinese Exclusion Act, Frontier, Great Plains, Klondike Gold Rush, Homestead Act, Indian Wars, Reservations, Dawes Act, American Indian Citizenship Act, Populism</p> <p>(List from Jarrett, Zimmer, and Killoran, 2012)</p>	<p><u>Skills</u> <i>Students will be able to...</i></p> <p>Compare and contrast positive and negative aspects of a society. Find evidence from primary and secondary sources that support an argument.</p> <p>Forming evidence based and coherent responses to short answer questions. Identifying motives and perspectives of early Americans in the North, South, and West regions. Constructing meaning from oral, visual, and textual presentation through listening, reading, and viewing.</p> <p>Identifying push pull factors for immigration and westward expansion</p> <p>Identify the characteristics of urbanization.</p>

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Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria (for rubric)	
<p>P A: M, T</p> <p>Day 1-2: M</p> <p>Day 3: M</p> <p>Day 4: M</p> <p>Day 5: M</p> <p>Day 6: M</p> <p>Day 7-8: M</p> <p>Day 9: M</p>	<p>Nativism, Assimilation, “Gilded”</p> <p>Assimilation</p> <p>“Gilded”</p> <p>Nativism, Assimilation Nativism</p> <p>“Gilded”</p> <p>“Gilded”</p> <p>“Gilded”</p>	<p><u>Performance Tasks</u> <i>Students will demonstrate meaning-making and transfer by...</i> <i>Unit Performance Assessment</i></p> <p>One day in class performance assessment. Differentiated handout to be completed individually with no notes.</p> <p style="text-align: center;"><i>Day to Day</i></p> <p>Day 1-2: <i>Closing the Last Frontier</i> Create an advertisement to entice settlers to move West.</p> <p>Day 3: <i>Populism</i> Explain who the populists were, who they were angry at, and why they were angry.</p> <p>Day 4: <i>Immigration</i> Write a RAFT from the perspective of an immigrant to America.</p> <p>Day 5: <i>Americanization</i> Compare and contrast the before and after pictures of a Native American who underwent Americanization.</p> <p>Day 6: <i>Industrialization</i> Draw an advertisement for one of the new technologies that was invented.</p> <p>Day 7-8: <i>Urbanization</i> Draw a political cartoon of the working or living conditions of the urban poor.</p> <p>Day 9: <i>Robber Barons and Captains of Industry</i> Explain how the game Monopoly was inspired by the Captains of Industry.</p> <p style="text-align: center;"><i>Other Evidence</i></p> <p>Informal checks for understanding throughout days 1-9:</p> <ul style="list-style-type: none"> • Sticks of Fate cold calling • Think-Pair-Share • Warm-Up responses • SIM Concept Mastery Routine (purchase license for use)
Stage 3 – Learning Plan		
<p>CODE (A, M, T)</p>		<p style="text-align: center;"><u>Pre-Assessment</u> <i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i></p> <p>At the beginning of Day 1, the warm up for students is a polleverywhere.com quiz where students will be answering the following question: <i>At the turn of the 20th century was American society on a good path or a bad path? Why?</i></p>

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	<u>Learning Activities</u>	<u>Progress Monitoring</u>
<p>Day 1-2: A, M</p>	<p><i>Day 1 - Closing The Last Frontier</i> Railroads made it easier to travel and move west and increased the demand for steel. Railroads created cross continental markets and communication. The discovery of precious metals created rushes and increased the population in the West. Settlers adapted to the conditions of the Great Plains to survive. Acquisition Activity: Powerpoint Recommended</p> <p><i>Day 2 - Closing the Last Frontier</i> Native American resistance to western settlement is defeated and the final frontier is closed. New government policies and acts were used to organize and control the Native American populations. Government actions often had detrimental effects on the Native American population. Acquisition Activity: Powerpoint Recommended</p>	<p>Day 1-2: Create an advertisement to entice settlers to move West.</p>
<p>Day 3: A, M</p>	<p><i>Day 3 - Populism</i> Farmers created political parties as they struggled in a downward economic spiral. Acquisition Activity: Powerpoint, Simulation of farmer's descent into bankruptcy Recommended</p>	<p>Day 3: Explain who the populists were, who they were angry at, and why they were angry.</p>
<p>Day 4: A, M</p>	<p><i>Day 4 - Immigration</i> Immigration escalated with a new wave of immigrants from all over the world. Many opposed immigration. Acquisition Activity: Powerpoint, Simulation of Ellis Island inspector decisions, Ellis Island literacy test simulation Recommended</p>	<p>Day 4: Write a RAFT from the perspective of an immigrant to America.</p>
<p>Day 5: A, M</p>	<p><i>Day 5 - Americanization</i> Culturally unique populations were Americanized. Acquisition Activity: Powerpoint, Reading of Native's cultural skill loss Recommended</p>	<p>Day 5: Compare and contrast the before and after pictures of a Native American who underwent Americanization.</p>
<p>Day 6: A, M</p>	<p><i>Day 6 - Industrialization</i> America industrialized rapidly after the Civil War. New inventions contributed to America's economic progress. Acquisition Activity: EdPuzzle Videos and Questions Recommended</p>	<p>Day 6: Draw an advertisement for one of the new technologies that was invented.</p>
<p>Day 7-8: A, M</p>	<p><i>Day 7 - Urbanization</i> Workers faced difficult conditions in industrialized jobs, such as low wages and dangerous conditions. There was an increase in demand for unskilled labor. Cities were urbanizing, which led to problematic living conditions. Acquisition Activity: Powerpoint Recommended</p>	<p>Day 7-8: Draw a political cartoon of the working or living conditions of the urban poor.</p>

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	<p><i>Day 8 - Urbanization</i> Workers began to unionize so they could strike. Some tried to take advantage of the immigrant poor in order to establish political control. Acquisition Activity: Powerpoint, the Urban Game Recommended</p>	
<p>Day 9: A, M</p>	<p><i>Day 9 - Robber Barons and Captains of Industry</i> Industrialists used monopolistic business strategies to decrease competition. Free from government intervention, entrepreneurs and corporations expanded industry and created economic growth. Acquisition Activity: Gallery Walk Recommended</p>	<p>Day 9: Explain how the game Monopoly was inspired by the Captains of Industry.</p>
<p>Day 10: A, M, T</p>	<p><i>Day 10 - Performance Assessment Activity</i></p>	<p>Day 10: Analysis quiz</p>
<p>Day 11: A, M</p>	<p><i>Day 11 - Trashketball Review (Recommended)</i></p>	<p>Day 11: Observe student understanding</p>
<p>Day 12: A, M</p>	<p><i>Day 12 - First Nine Weeks Common Assessment Multiple Choice Exam (Not Included)</i></p>	<p>Day 12: Multiple Choice STAAR Questions</p>

Resources Utilized

Jarrett, M., Zimmer, S., & Killoran, J. (2012). *Mastering the TEKS in United States History since 1877*. Jarrett Publishing Company.