

**Englewood Public Schools  
United States History I  
High School  
Fourth Marking Period**

**Unit IV - The Rise of the West to the Progressive Era**

**Overview:** In this unit students will examine westward migration in the latter half of the 1800s as well as the growth of the East in terms of social, educational, and political reforms. They will complete lessons and activities that further their knowledge of American culture and history while developing their writing and critical thinking skills.

**Time Frame:** 35 to 45 Days

**Enduring Understandings:**

*Americans and immigrants settled the region west of the Mississippi in a major migration during the second half of the 1800s.*

*American expansion into the West led to the near destruction of Native American societies.*

*From 1877 to 1900, national politics was dominated by issues of corruption and reform.*

*Millions of immigrants, representing many different cultures, arrived in the United States during the late 1800s and early 1900s.*

*After the turn of the century, more and more Americans were given access to education.*

**Essential Questions:**

*What conditions lured people to migrate to the West?*

*In what ways did government reform the spoils system and regulate railroads?*

*What were the experiences of immigrants in the late 1800s and early 1900s?*

*How were African Americans discriminated against after Reconstruction?*

*What factors led to the growth of imperialism around the world?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>6.1.12.A.5.b</b> <b>Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against</b>	<b>Topics</b>	Instructors will select text and experiences from	<i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter 14 Looking to the West, 1850-1900	<b>Formative Assessment:</b> <i>America Pathways to the Present</i> , Prentice Hall, 2004, Section Reading Comprehension Questions
	Moving West	<i>American Pathways to the Present</i> to provide a foundation of understanding of westward	<b>Web-based Resources</b>	

new immigrants, Native Americans, and African Americans.

#### 6.1.12.B.5.a

Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Mining, Ranching, and Farming

Populism

Twenty-First Century Themes and Skills include:

- The Four C's
- Global Awareness
- Civic Literacy

#### Objectives

Students will:

Explain the enthusiasm for westward migration and understand how government policies influenced the drive to populate the West.

Understand the relation between the US and American Indians during the latter 1800s.

Examine how populism gained favor as the country expanded both westward and in urban areas.

migration. (9.3.12.HT-RFB.4, CRP2)

Students will view "Heartland" to learn about westward migration. Students will take notes during the video and participate in a class discussion following the video. (CRP2, W.9-10.7, W.9-10.8)

Students will complete the Homestead Act lesson plan.

Students will explore the Western Indian Wars site to learn about America's conflict with Native Americans. (9.3.12.HT-RFB.4)

Students will complete the American Indian Reservations lesson plan to learn about life on a reservation, and read "Massacre at Wounded Knee, 1890" to learn about American/Indian relations in the late 1800s. (9.3.12.HT-RFB.4)

Students will read Frederick Jackson Turner's

"America: the Story of Us: Heartland"  
<https://www.youtube.com/watch?v=oV8np9i-6F8>

The Homestead Act Lesson Plan  
<http://chnm.gmu.edu/tah-loudoun/blog/lessons/the-homestead-act/>

Western Indian Wars  
<http://amhistory.si.edu/militaryhistory/printable/section.asp?id=6>

American Indian Reservations  
<https://www.nps.gov/home/learn/education/classrooms/home68post1.htm>

"Massacre at Wounded Knee, 1890"  
<http://www.eyewitnesstohistory.com/knee.htm>

"The Significance of the Frontier in American History" by Frederick Jackson Turner  
<http://xroads.virginia.edu/~drbr/turner.html>

The Turner Thesis Chart

and Critical Thinking Writing

**Summative Assessment:**  
*America Pathways to the Present*, Prentice Hall, 2004, Chapter Review and Assessment

**Benchmark Assessment:**  
End of Year Assessment

**Alternative Assessments:**  
<http://www.schrockguide.net/assessment-and-rubrics.html>

*Types of Assessments:*  
<https://www.teachthought.com/pedagogy/6-types-assessment-learning>

Performance based evaluation using rubrics (<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

<p><b>6.1.12.A.5.b</b> Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p> <p><b>6.1.12.C.5.a</b> Analyze the economic practices of corporations and monopolies regarding</p>				
		<p>“The Significance of the Frontier in American History” and study the Turner Thesis chart. Then students will participate in a class discussion concerning Turner’s argument for why the frontier is so significant to American culture. <b>(RI.9-10.2, RI.9-10.9, SL.9-10.1, SL.9-10.2)</b></p> <p>Students will listen to an audio recording and read along to William Jennings Bryan’s “Cross of Gold” speech and consider the factors that gave rise to Populism. <b>(9.3.12.HT-RFB.4)</b></p>	<p><a href="http://historyrfd.net/isern/103/turner.htm">http://historyrfd.net/isern/103/turner.htm</a></p> <p>“Cross of Gold” speech, by William Jennings Bryan <a href="http://www.americanrhetoric.com/speeches/williamjenningsbryan1896dnc.htm">http://www.americanrhetoric.com/speeches/williamjenningsbryan1896dnc.htm</a></p>	<p>Scavenger Hunt: Create questions based on a topic or a chapter.</p> <p>Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.</p>
	<b>Topics</b>	Instructors will select text and experiences from <i>American Pathways to the Present</i> to provide a foundation of understanding of late 19th-early 20th century urban life. <b>(9.3.12.HT-RFB.4)</b>	<i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter 15 Politics, Immigration, and Urban Life, 1870-1915	<b>Formative Assessment:</b> <i>America Pathways to the Present</i> , Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing
	Politics in the Gilded Age			
	People on the Move			
	The Challenges of the Cities		<b>Web-based Resources</b>	
	Ideas for Reform	Students will complete the 6-lesson series on the Gilded Age and complete the study guide. <b>(CRP2)</b>	The Gilded Age 6-Lesson Series Lesson 1: Immigration Overview Lesson 2: Immigration Adaptation Lesson 3: Urban Problems	<b>Summative Assessment:</b> <i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter Review and Assessment
	Twenty-First Century Themes and Skills include:			<b>Alternative Assessments:</b>
	<ul style="list-style-type: none"> <li>The Four C’s</li> <li>Global Awareness</li> </ul>			

the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

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

**RH.9-10.10.** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

- Civic Literacy
- Financial Literacy

### Objectives

Students will:

Examine the Gilded Age and its implications on working class and upper class American life.

Evaluate the immigrant experience and determine its positive and negative characteristics.

Learn how social movements impact the American people.

Students will complete the unit “Immigration in the Late 19th and Early 20th Century” and write a research paper on the immigrant experience of the late 19th/early 20th centuries. **(W.9-10.7, W.9-10.8, 8.1.12.A.2)**

Students will read “European immigrants to America in early 20th century assimilated successfully, Stanford economist says” and discuss the legacy of the wave of immigration at the turn of the century. **(RI.9-10.2, RI.9-10.9)**

Students will read the Chinese Exclusion Act and participate in a Socratic Seminar focusing on the question, “Was the Chinese Exclusion Act a justifiable measure for the US government to take?” **(RI.9-10.2, RI.9-10.9)**

Students will read “The Social Gospel and the Progressive Era” and

Lesson 4: Political Machines Simulation  
Lesson 5: Boss Tweed and Tammany Hall  
Lesson 6: Populism  
<http://www.binghamtonschools.org/Unit7TheGildedAge.aspx>

“European immigrants to America in early 20th century assimilated successfully, Stanford economist says” Stanford News  
<http://news.stanford.edu/news/2014/august/immigration-myth-debunked-080714.html>

Immigration in the Late 19th and Early 20th Century Unit  
<http://www.plan.bps.history.org/teacher-resources/high-school/grade-10-us-history-2/unit-1-immigration-late-19th-and-early-20th>

Chinese Exclusion Act  
<https://ourdocuments.gov/doc.php?doc=47&page=transcript>

<http://www.schrockguide.net/assessment-and-rubrics.html>

*Types of Assessments:*  
<https://www.teachthought.com/pedagogy/6-types-assessment-learning>

Performance based evaluation using rubrics (<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

Scavenger Hunt: Create questions based on a topic or a chapter.

Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.

discuss how this progressive movement helped American citizens. **(RI.9-10.2, RI.9-10.9, SL.9-10.1, SL.9-10.2)**

The Social Gospel and the Progressive Era  
<http://nationalhumanitiescenter.org/tserve/twenty/tkeyinfo/socgospel.htm>

**6.1.12.D.5.c**  
 Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

**6.1.12.D.6.c**  
 Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

**RH.9-10.6.** Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and

Topics				
The Expansion of Education	Instructors will select text and experiences from <i>America Pathways to the Present</i> to provide a foundation of understanding of American society at the turn of the century. <b>(CRP2, 9.3.12.HT-RFB.4)</b>	<i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter 16 Life at the Turn of the Twentieth Century, 1870-1915		<b>Formative Assessment:</b> <i>America Pathways to the Present</i> , Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing
New Forms of Entertainment			<b>Web-based Resources</b>	
The World of Jim Crow		<i>Up from Slavery</i> by Booker T. Washington. Chapters 1, 2, 5, and 17. <a href="http://www.alcyone.com/mag/lit/slavery/">http://www.alcyone.com/mag/lit/slavery/</a>		<b>Summative Assessment:</b> <i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter Review and Assessment
The Changing Roles of Women	Students will read selections from Booker T. Washington and W.E.B. Du Bois. Students will take notes on each chapter and participate in a group discussion. Next, students will re-read Du Bois’s Chapter 3 and discuss his opinion of Booker T. Washington. Students will research both activists’ positions and defend their favorite in a short paper. <b>(RI.9-10.2, RI.9-10.9, W.9-10.7, W.9-10.8)</b>	<i>The Souls of Black Folk</i> by W.E.B. Du Bois. Chapters 1, 2, and 3. <a href="http://www.bartleby.com/114/">http://www.bartleby.com/114/</a>		<b>Alternative Assessments:</b> <a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a>
Twenty-First Century Themes and Skills include:				<i>Types of Assessments:</i> <a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a>
<ul style="list-style-type: none"> <li>• The Four C’s</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> <li>• Financial Literacy</li> </ul>				
<b>Objectives</b>				
Students will:			“History of the Motion Picture” <a href="https://www.britannica.com/art/history-of-the-motion-picture">https://www.britannica.com/art/history-of-the-motion-picture</a>	
Examine the philosophical debate between public education advocates.			“The Very First Motion Picture” Short documentary and clip.	Performance based evaluation using rubrics ( <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a> )
	Students will watch one of the world’s first motion pictures and read about the			Portfolio of student work

emphasize in their respective accounts.

**RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.**

Understand how new forms of entertainment transformed leisure time.

Examine the Jim Crow Laws and explain how these laws harmed African Americans and American society as a whole.

Understanding the changing role of women in this time period.

history of the motion picture. **(9.3.12.HT-RFB.4)**

Students will complete the 7-lesson series on Jim Crow Laws. **(9.3.12.HT-RFB.4)**

Students will read “Are Women Human Beings?” by Charlotte Perkins Gilman and discuss her main argument. **(RI.9-10.2, RI.9-10.9, SL.9-10.1)**

<https://www.youtube.com/watch?v=dDmAxgLvdQ4>

Jim Crow Laws 7-Lesson Series  
Lesson 1: The Economics of Jim Crow  
Lesson 2: Fighting Jim Crow in the Schools  
Lesson 3: Black Pioneers  
Lesson 4: The Jim Crow Years  
Lesson 5: Read All About It  
Lesson 6: The Law and Politics of Jim Crow  
Lesson 7: Understanding Lynching During the Era of Jim Crow  
[http://www.pbs.org/wnet/jimcrow/education\\_lessonplan.html](http://www.pbs.org/wnet/jimcrow/education_lessonplan.html)

“Are Women Human Beings?” by Charlotte Perkins Gilman  
<https://ehistory.osu.edu/exhibitions/1912/1912documents/arewomen>

Oral presentations

Self-evaluation, Peer evaluation

Scavenger Hunt: Create questions based on a topic or a chapter.

Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.

**6.1.12.D.5.a**

Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New

### Topics

The Pressure to Expand

The Spanish-American War

Instructors will select text and experiences from *American Pathways to the Present* to provide a foundation of understanding of the rise of

*America Pathways to the Present*, Prentice Hall, 2004, Chapter 17 Becoming a World Power, 1890-1915

### Web-based Resources

### Formative Assessment:

*America Pathways to the Present*, Prentice Hall, 2004, Section Reading Comprehension Questions



**Jersey and the United States during this period.**

**6.1.12.D.6.b**

Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.

**RH.9-10.9.** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

A New Foreign Policy	American imperialism. (9.3.12.HT-RFB.4)		and Critical Thinking Writing
Debating America's New Role	Students will view the video "Why did the United States Invade Cuba?" Then, students will complete the Spanish-American War lesson plan and webquest to learn about the growth of American imperialism and its effect on other nations. (9.3.12.HT-RFB.4)	"Why did the United States Invade Cuba?" video <a href="http://historicalthinkingmatters.org/spanishamericanwar/">http://historicalthinkingmatters.org/spanishamericanwar/</a>	
Twenty-First Century Themes and Skills include:		The Spanish-American War Lesson Plan <a href="https://edsitement.neh.gov/lesson-plan/spanish-american-war#section-thelesson">https://edsitement.neh.gov/lesson-plan/spanish-american-war#section-thelesson</a> and webquest <a href="https://edsitement.neh.gov/student-resource/spanish-american-war-webquest">https://edsitement.neh.gov/student-resource/spanish-american-war-webquest</a>	<b>Summative Assessment:</b> <i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter Review and Assessment
<ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> </ul>			
<b>Objectives</b>			<b>Alternative Assessments:</b> <a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a>
Students will:			<b>Types of Assessments:</b> <a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a>
Understand the growth of American imperialism and its impact on the global scale.	Students will read a contemporary argument about the benefits of empire in the article "In Defense of Empire" and compare the ideas in the article to the early imperial period in America. (RI.9-10.2, RI.9-10.9)	"In Defense of Empire" by Robert D. Kaplan <a href="http://www.theatlantic.com/magazine/archive/2014/04/in-defense-of-empire/358645/">http://www.theatlantic.com/magazine/archive/2014/04/in-defense-of-empire/358645/</a>	Performance based evaluation using rubrics ( <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a> )
Explore the factors that contributed to the Spanish-American War.			Portfolio of student work
Understand Roosevelt's "Big Stick" diplomacy and its implications.	Students will be introduced to the concept of "Big Stick" diplomacy by reading an article. Then students will discuss how Roosevelt's diplomatic strategy effects US-foreign relations at the start of the 20th century. (9.3.12.HT-RFB.4)	"Big Stick Diplomacy" <a href="http://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/big-stick-diplomacy">http://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/big-stick-diplomacy</a>	Oral presentations
		Defining America's Role in the World Lesson Plan <a href="http://www.theodoreroosevelt.org/site/c.elKSIdOWIj8">http://www.theodoreroosevelt.org/site/c.elKSIdOWIj8</a>	Self-evaluation, Peer evaluation
			Scavenger Hunt: Create questions based on a topic or a chapter.

<p><b>6.1.12.D.5.b</b> Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.</p> <p><b>6.1.12.D.5.d</b> Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p><b>6.1.12.A.6.a</b> Evaluate the effectiveness of Progressive reforms in preventing unfair business</p>	<p>Students will complete the lesson plan Defining America's Role in the World. <b>(9.3.12.HT-RFB.4)</b></p> <p>Students will complete the lesson plan President Roosevelt: Foreign Policy Statesman or Bully? To learn about the varying perspectives on Teddy Roosevelt. <b>(CRP8, 9.3.12.HT-RFB.4)</b></p>		<p><a href="http://www.pbs.org/kenburns/the-roosevelts/classroom/lesson-plans/#statesman">H/b.8706921/k.C71B/Lesson 4.htm</a></p> <p>President Roosevelt: Foreign Policy Statesman or Bully? Lesson Plan <a href="http://www.pbs.org/kenburns/the-roosevelts/classroom/lesson-plans/#statesman">http://www.pbs.org/kenburns/the-roosevelts/classroom/lesson-plans/#statesman</a></p>	<p>Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.</p>
	<p><b>Topics</b></p> <p>The Origins of Progressivism</p> <p>Progressive Legislation</p> <p>Progressivism Under Taft and Wilson</p> <p>Suffrage at Last</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> </ul> <p><b>Objectives</b></p>	<p>Instructors will select text and experiences from <i>America Pathways to the Present</i> to provide a foundation of understanding of the Progressive Era. <b>(8.1.12.A.2, RI.9-10.2, RI.9-10.9)</b></p> <p>Students will complete the lesson plan The Progressive Era: How Progressive Were the Progressives? <b>(9.3.12.HT-RFB.4)</b></p> <p>Be a muckraker: Students will play the role of muckraker during the</p>	<p><i>America Pathways to the Present</i>, Prentice Hall, 2004, Chapter 18 The Progressive Reform Era, 1890 - 1920</p> <p><b>Web-based Resources</b></p> <p>The Progressive Era: How Progressive Were the Progressives? Lesson Plan <a href="http://historyproject.ucdavis.edu/lessons/bestofyolo/documents/EditedHowProgressiveWeretheProgressives.pdf">http://historyproject.ucdavis.edu/lessons/bestofyolo/documents/EditedHowProgressiveWeretheProgressives.pdf</a></p> <p>Life as a Muckraker Lesson Plan <a href="http://library.mtsu.edu/tps/lessonplans&amp;ideas/Lesson">http://library.mtsu.edu/tps/lessonplans&amp;ideas/Lesson</a></p>	<p><b>Formative Assessment:</b> <i>America Pathways to the Present</i>, Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing</p> <p><b>Summative Assessment:</b> <i>America Pathways to the Present</i>, Prentice Hall, 2004, Chapter Review and Assessment</p> <p><b>Alternative Assessments:</b> <a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a></p>



<p>practices and political corruption and in promoting social justice.</p> <p><b>6.1.12.A.6.b</b> Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.</p>	<p>Students will:</p> <p>Understand the Progressive Era as a time of great social change.</p> <p>Examine the Suffrage Movement and appreciate the steps women took to gain the right to vote.</p>	<p>Progressive Era. (<b>SL.9-10.1, SL.9-10.2</b>)</p> <p>Students will experience a two-week intensive lesson plan to learn about women's suffrage. (<b>9.3.12.HT-RFB.4</b>)</p>	<p><u>Plan--</u> <u>Life As Muckraker.pdf</u></p> <p>Women's Suffrage: Their Rights and Nothing Less Lesson Plan <u><a href="http://www.loc.gov/teacher_s/classroommaterials/lesson_s/women-rights/">http://www.loc.gov/teacher_s/classroommaterials/lesson_s/women-rights/</a></u></p>	<p><i>Types of Assessments:</i> <u><a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a></u></p> <p>Performance based evaluation using rubrics (<u><a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a></u>)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Scavenger Hunt: Create questions based on a topic or a chapter.</p> <p>Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.</p>
<p><b>6.1.12.C.6.a</b> Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.</p>	<p><b>Topics</b></p> <p>African American Labor Unions</p> <p>"Scientific Racism"</p> <p>Contributions of African American Inventors</p>	<p>Students will examine how industrialization influenced workers to organize to improve working conditions and protect the workers. However, African Americans were often excluded from participating in Labor Unions. Students</p>	<p>The New Jersey Amistad Commission Interactive Curriculum, Unit Nine, Post-Reconstruction and the Origins of the Progressive Era, The Rise of Labor Unions</p>	<p><b>Formative Assessment:</b></p> <p>The New Jersey Amistad Commission Interactive Curriculum, Unit Nine, Post-Reconstruction and the Origins of the Progressive Era, Common Core Activity, Saum Song Bo,</p>

**6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.)

Ida Wells

### Objectives

Students will:

- Learn about African Americans and white Labor Unions during the Industrial Revolution.
- Expand their understanding of racism when reading about “Scientific Racism”
- Understand the contributions of African American inventors.
- Consider the contributions of Ida Wells and her contributions to freedom.

complete a project-based learning activity to learn about white and black labor unions during the Industrial Revolution. **(CRP2, CRP8)**

Students will expand their understanding of racism by reading and responding to text-dependent questions regarding, “Scientific Racism” **(RI.9-10.2, RI.9-10.9, CRP2)**

Students will learn about African American inventors via a classroom PowerPoint and discussion. **(CRP8)**

Students read about Ida Wells and respond to text-dependent questions. **(CRP8)**

The New Jersey Amistad Commission Interactive Curriculum, Unit Nine, Post-Reconstruction and the Origins of the Progressive Era, Scientific Racism

The New Jersey Amistad Commission Interactive Curriculum, Unit Nine, Post-Reconstruction and the Origins of the Progressive Era, African American Inventors PPT

The New Jersey Amistad Commission Interactive Curriculum, Unit Nine, Post-Reconstruction and the Origins of the Progressive Era, Ida B. Wells

“A Chinese View of the Statue of Liberty” (1885)

The New Jersey Amistad Commission Interactive Curriculum, Unit Nine, Post-Reconstruction and the Origins of the Progressive Era, Student Assessment

**Key Vocabulary:** Homestead Act, Great Plains, reservation, Massacre at Wounded Knee, Dawes Act, homesteader, monetary policy, Sherman Silver Purchase Act, Populist, Gilded Age, laissez-faire, blue law, Pendleton Civil Service Act, *Munn v. Illinois*, suburb, tenement, nativism, prohibition, imperialism, nationalism, annex, banana republic, Progressive Era, muckraker, Bull Moose Party, Federal Reserve System

### Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support

this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/). This particular unit has limited language barriers due to the physical nature of the curriculum.

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> <li>● Speak and display terminology</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Provide ELL students with multiple literacy strategies.</li> <li>● Word walls</li> <li>● Use peer readers</li> <li>● Give page numbers to help the students find answers</li> <li>● Provide a computer for</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> <li>● Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches.</li> <li>● Work with a partner</li> <li>● Provide concrete examples</li> <li>● Restructure lesson using UDL principals</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format. Oral prompts can be given.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung</li> </ul>	<ul style="list-style-type: none"> <li>● Students may plan and organize a conversation via digital tools for the class</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Use project-based learning</li> <li>● Structure the learning around explaining or solving a social or community-based issue.</li> <li>● Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>● William and Mary Social Studies curriculum for gifted learners: <a href="https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum">https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum</a></li> </ul>

<p>written work</p> <ul style="list-style-type: none"> <li>● Provide two sets of textbooks, one for home and one for school</li> <li>● Provide visual aides</li> <li>● Provide additional time to complete a task</li> <li>● Use graphic organizers</li> </ul>	<p>(<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</p> <ul style="list-style-type: none"> <li>● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques- auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</li> </ul>	<p>up for the student to see during the time of the lesson.</p> <ul style="list-style-type: none"> <li>● Review behavior expectations and make necessary adjustments for personal space or other behaviors as needed.</li> <li>● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> </ul>	
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#### **Career Ready Practices:**

**CRP2:** Apply appropriate academic and technical skills.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP11.** Use technology to enhance productivity.

#### **Integration of Technology Standards NJSL 8:**

**8.1.12.A.2:** Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

#### **Integration of 21<sup>st</sup> Century Standards NJSL 9:**

**9.3.12.HT-RFB.4:** Demonstrate leadership qualities and collaboration with others.

#### **Interdisciplinary Connections: ELA-NJSL/ELA:**

**RI.9-10.2:** Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

**RI.9-10.9:** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

**W.9-10.7:** 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.

**W.9-10.8.** 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 (MLA or APA Style Manuals).

**SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

**SL.9-10.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.