

# *Ratcheting Up the Three R's*

## All Subjects Instructional Unit Plan

Subject: Social Studies	Estimated Length of Unit: 23 days	Beginning Date: Jan. 4, 2016	Projected Ending Date: Feb. 5, 2016
Course    APUSH	Grade    11 <sup>th</sup>		

### Unit Theme, Big Idea, or *Essential Question*:

The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

### UBD Stage One-Desired Results (A is Optional)

A. Students will be able to independently use their leaning to... (Transfer Goals)

1. Create Cornell notes over their reading.
2. Formulate discussion questions.
3. Analyze various historical perspectives.

B. Students will understand that...

1. The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.
2. The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.
3. The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.
4. Gilded Age politics were intimately tied to big business and focused nationally on economic issues — tariffs, currency, corporate expansion, and laissez-faire economic policy — that engendered numerous calls for reform.
5. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age

C. Students will know...

1. Large-scale production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — fueled the development of a “Gilded Age” marked by an emphasis on consumption, marketing, and business consolidation.
2. As leaders of big business and their allies in government aimed to create a unified industrialized nation, they were challenged in different ways by demographic issues, regional differences, and labor movements.
3. Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts.
4. International and internal migrations increased both urban and rural populations, but gender, racial, ethnic,

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religious, and socioeconomic inequalities abounded, inspiring some reformers to attempt to address these inequities.

5. As transcontinental railroads were completed, bringing more settlers west, U.S. military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity.

- D. Students will be Skilled at...
1. Taking Cornell notes
  2. Independently identifying key ideas
  3. Analyze historical documents to understand how they fit within the larger historical context.
  4. Identify various and often competing perspectives in history.

**Frameworks and Common Core State Standards**

Frameworks	CCSS Reading	CCSS Writing	CCSS Speaking and Listening
WXT-3 WXT-5 WXT-6 WXT-7, WOR-3 CUL-3 CUL-5 PEO-2 PEO-3 PEO-4 PEO-5 PEO-6 ID-5 ID-6, POL-3 POL-6 ENV-5	RI.11-12.1 RI.11-12.2 RI.11-12.3	W.11-12.1.C W.11-12.1.D W.11-12.1.E W.11-12.3	SL.11-12.1 SL.11-12.3

**Unit Specific Vocabulary**

- Social Darwinism
- monopolies
- Gilded Age
- industrialization
- Child Labor
- Knights of Labor
- American Federation of Labor (AFL)
- Mother Jones
- “New South”
- Sierra Club
- Department of the Interior
- the Grange
- Colored Farmers’ Alliance
- Las Gorras Blancas
- Populism

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-Americanization  
-political machine  
-National American Suffrage Association  
-Woman's Christian Temperance Union  
-transcontinental railroad  
-subsidies  
-land-grant colleges  
-Dawes Act  
-Ghost Dance Movement  
-laissez-faire  
-referendum  
-socialism  
-Interstate Commerce Act  
-Chinese Exclusion Act  
-Gospel of Wealth  
-Pullman Strike

### UBD Stage Two-Evidence

#### Pre Assessment

- **Attach Copy at the End of the Unit**

**Traditional Assessment** Each unit of study should have a traditional assessment with at least 1/3 of the points possible coming from constructed response questions.

- Proposed Date for Traditional Assessment \_\_\_\_\_
- **Attach a copy to the end of this unit.**

**Alternative Assessment** or Big Finale -----What choices will be given students for this Unit?

Comic Strip    Diary  
Interview    Letter to the Editor  
Newspaper Story    Radio Program  
Newscast    Monologue  
Poem or Song    Slideshow  
Brochure    Model  
Press Conference    Play  
Soundtrack    Essay  
Rewrite    Oral Interpretation

### Introducing the Unit

#### Anchoring Activity

This activity should engage the students and establish the relevance of the entire unit of study.

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<p style="text-align: center;"><b>Anchoring Activity</b></p> <p>Video Clip, Song, Poem, Current Event Brainstorming Activity Socratic Seminar Other _____</p>	<p style="text-align: center;"><b>Description of Anchoring Activity</b></p> <p style="text-align: center;">Crash Course video about unit content.</p>
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Now that you have established what the students need to know and be able to do at the end of this unit of study, now plan the day-to-day learning experiences.

<b>UBD Stage Three-Learning Plan</b>		
<b>Lesson # Date/Day</b>	<b>Teaching/ Delivery Method (What I will say or do)</b>	<b>Check for Understanding (What will the students say or do)</b>
1-5-16	Crash Course video. Reading quiz	SWBAT answer questions on the weekly reading quiz.
1-6-16	Mini-lecture-ask for questions. Discuss the Turner thesis.	SWBAT identify three groups that migrated westward. SWBAT debate the Turner thesis.
1-7-16	Mini-lecture on Plains Wars. Discussion on Ghost Dances. Practice Ghost Dances.	SWBAT define the Dawes Act and Ghost Dance movement. SWBAT analyze a map showing depletion of Native American land and the American buffalo. SWBAT reenact a Ghost Dance.
1-8-16	Gallery walk on farm technologies. Show students pictures of farmers on the Great Plains.	SWBAT to identify three technologies that aided farmers on the Great Plains. SWBAT identify two problems farmers faced in the 1890s.
1-11-16	Crash Course video. Reading quiz	SWBAT answer questions on the weekly reading quiz.
1-12-16	Watch newsreel on the assembly line process OR watch a silent film showing new technologies of the 1900s.	SWBAT identify major innovators of the early 1900s. SWBAT use Henry Ford's assembly line model to "manufacture" an item. Item to be construct not yet determined.
1-13-16	Mini-lecture on the game Monopoly and actual monopolies.	SWBAT define monopolies. SWBAT identify 3 major industrial tycoons. SWBAT begin

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		work on industrialism DBQ. SWBAT define the Sherman Anti-Trust Act.
1-14-16	Help students create a chart explain how industrialism harmed various groups (women, children, immigrants).	SWBAT identify how various groups were negatively impacted by industrialism. SWBAT define Social Darwinism and the Social Gospel Movement.
1-15-16	Students will role-play the Pullman Strike. Students will be given various perspectives of the strike to give them different viewpoints. Mini-lecture on unionization.	SWBAT identify the AFL and the Pullman Strike.
1-19-16	<b>Crash Course video. Reading quiz</b>	<b>SWBAT answer questions on the weekly reading quiz.</b>
1-20-16	Mini-lecture on migration of African Americans from the South to urban centers and attempts to extinguish the sharecropping system.	SWBAT define Nativism and Exclusion. SWBAT analyze graphs showing the influx of immigrant groups to the US. SWBAT identify ways that immigrant groups tried to assimilate into American culture.
1-21-16	Mini-lecture on political machines.	SWBAT to analyze photographs-Document analysis: Jacob Riis photographs. SWBAT to define political machines.
1-22-16	Watch a clip from a Vaudeville show or early baseball game.	SWBAT identify at least two leisure activities that middle class American enjoyed in the early 20th century. SWBAT compare and contrast urban life for immigrants and middle class Americans.
1-25-16	<b>Crash Course video. Reading quiz</b>	<b>SWBAT answer questions on the weekly reading quiz.</b>
1-26-16	Reading on populism and the silver question. Mini-lecture on William Jennings Bryant.	SWBAT define Populism, the Grange Movement, and the Panic of 1893. SWBAT identify William Jennings Bryant. SWBAT analyze the "Cross of Gold" speech.
1-27-16	Mini-lecture on imperialism-what is it.	SWBAT to create a map of colonial empires.
1-28-16	Mini-group project on imperialism. Create a newsreel to explain America's take over of (Guam, the Philippines, Hawaii, Puerto Rico, Cuba(?)).	Mini-group project on imperialism.
1-29-16	Mini-group project on imperialism.	Mini-group project on imperialism.

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2-1-16	<b>Crash Course video. Reading quiz</b>	<b>SWBAT answer questions on the weekly reading quiz.</b>
2-2-16	Create a compare and contrast chart of Progressives and Populists.	SWBAT to define Progressivism and muckrakers.
2-3-16	Mini-lecture on suffragettes. Classroom role-play activity.	SWBAT define suffragettes and the 19 <sup>th</sup> Amendment. SWBAT analyze historical documents from the suffragette movement.
2-4-16	Local history exploration of the Elaine Race Riots-examine photographs and local documents.	SWBAT identify the NACCP and W.E.B. Dubois. SWBAT discuss Ida B. Wells and her involvement in our local community (Elaine Race Riots).
2-5-16	Mini-lecture on the Wobblies and Socialism.	SWBAT identify three political and social changes made by Progressives. SWBAT to analyze a document by the Wobblies.