

Helena-West Helena School District

Ratcheting Up the Three R's All Subjects Instructional Unit Plan

Subject: US History 1800-1900 Unit 3	Estimated Length of Unit: 4 weeks	Beginning Date: 11/16/2015	Projected Ending Date: 12/18/2015
Course: Social Studies		Grade: 8	
<p>Unit Theme, Big Idea, or <i>Essential Question</i>:</p> <p>What was the development of the industrial US and the economic and cultural transformation that led to modern America?</p>			
UBD Stage One-Desired Results (A is Optional)			
<p>A. Students will be able to independently use their learning to... (Transfer Goals)</p> <p>1. analyze the development of the industrial United States and the economic and cultural transformation that led to modern America.</p>			
<p>B. Students will understand that... (Concepts)</p> <p>1. people, places, and ideas change over time. 2. economic systems shape relationships in society. 3. the people of the US come from diverse cultural backgrounds.</p>			
<p>C. Students will know... (Facts)</p> <p>1. the impact of mining on the creation of states. 2. how the railroads changed the mining industry and the nation. 3. how cattle ranchers and farmers affected the economy of the West. 4. the causes and effects of conflicts between Native Americans and white settlers. 5. how farmers became politically active in the National Grange, the Farmers' Alliance, and the Populist Party. 6. the definition of sociology. 7. the relationship of sociology to the other social sciences. 8. the sociological perspective and the sociological imagination.</p>			
<p>D. Students will be able to... (Skills)</p> <p>1. explain the impact of mining on the creation of states. 2. discuss the railroads and their importance to the mining industry. 3. summarize how ranchers got their cattle to market. 4. discuss the life of a cowhand and a rancher on the Great Plains. 5. describe what brought more settlers to the Great Plains. 6. analyze why Native Americans were threatened by settlement in the Great Plains. 7. determine the cause and effect of the conflict between the Native Americans and white settlers. 8. assess how the National Grange and the Farmers' Alliance worked to help farmers. 9. explain the ideas of the Populist Party. 10. analyze the importance of the railroad in the Industrial Age. 11. identify and evaluate new inventions of the era.</p>			

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12. define mass production.
13. evaluate the impact of mass production on the US economy.
14. identify and analyze the factors of production.
15. evaluate the importance of capital to production.
16. compare and contrast how Rockefeller and Carnegie organized the oil and steel industries.
17. analyze the concept of monopoly and how the Standard Oil Trust exemplified it.
18. describe and evaluate working conditions during the Industrial Age.
19. identify and analyze how and why labor organized during the Industrial Age.

Frameworks and Common Core State Standards

Frameworks	CCSS Reading	CCSS Writing	CCSS Speaking and Listening
Era6.3.8.1, Era6.3.8.2, Era6.3.8.3, Era6.3.8.4, Era6.3.8.5, Era6.3.8.6, Era6.3.8.7	CCRA.R.1, 2, 3, 4, 5, 6, 7, 8, 9, 10	CCRA.W.1, 2, 7, 8, 9, 10	CCRA.SL.1, 2, 3, 4

Unit Specific Vocabulary: Subsidy, transcontinental, time zone, long drive, vaquero, sodbuster, homestead, dry farming, nomadic, reservation, National Grange, cooperative, populism, consolidation, railroad baron, standard gauge, rebate, pool, Model T, assembly line, mass production, factors of production, entrepreneur, corporation, stock, shareholder, dividend, trust, monopoly, merger, sweatshop, labor union, collective bargaining, strikebreaker, injunction.

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.**

B. Project-Based Assessment Choose four options for this Unit of Instruction that students can choose from for their project-based Assessment.

- **Create a handout that lists the four options and includes instructions and a rubric for each choice.**
- **Proposed Date for Project-Based Assessment Presentations** ____
- **Attach a copy of the handout explaining the choices for the project and how to obtain the rubric to the end of this unit.**

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

- | | |
|---|---|
| <input type="checkbox"/> Comic Strip | <input type="checkbox"/> Diary |
| <input type="checkbox"/> Interview | <input type="checkbox"/> Letter to the Editor |
| <input type="checkbox"/> Newspaper Story | <input type="checkbox"/> Radio Program |
| <input type="checkbox"/> Newscast | <input type="checkbox"/> Monologue |
| <input type="checkbox"/> Poem or Song | <input type="checkbox"/> Slideshow |
| <input type="checkbox"/> Brochure | <input type="checkbox"/> Model |
| <input type="checkbox"/> Press Conference | <input type="checkbox"/> Play |
| <input type="checkbox"/> Soundtrack | <input type="checkbox"/> Essay |
| <input type="checkbox"/> Rewrite | <input type="checkbox"/> Oral Interpretation |
| <input type="checkbox"/> | <input type="checkbox"/> |

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Introducing the Unit	
Anchoring Activity	
This activity should engage the students and establish the relevance of the entire unit of study.	
<p style="text-align: center;">Anchoring Activity</p> <p>Video Clip, Song, Poem,: The New Colossus by Emma Lazarus Current Event: Discuss the current immigration debate. Brainstorming Activity Socratic Seminar Other</p>	<p>Description of Anchoring Activity</p> <p>Read Emma Lazarus' poem The New Colossus and discuss the debate over the status of illegal immigrants in the US.</p>

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.

UBD Stage Three-Learning Plan		
Lesson # Date/Day	Teaching/ Delivery Method (What I will say or do)	Check for Understanding (What will the students say or do)
#1 11/16/2015	Guide students through preview of Chapter 19.	View map of Native American Lands and timeline of the American West 1858-1896.
#2 11/17/2015	Show video The Frontier Fills with People as the West Opens to Economic Activity.	Complete graphic organizer determining cause and effect of the mining boom.
#3 11/18/2015	Show video Farmers Move West to Cultivate the Great Plains and Face Economic Challenges	Read Primary Source African American Cowboy.
#4 11/19/2015	Show image of teepees and map of Native American Battles and Reservations 1860-1890.	Complete graphic organizer listing government actions and analyze a line graph showing buffalo numbers from 1600-1889.
#5 11/20/2015	Show images of wheat threshers and free silver and analyze.	Play Famers – A New Political Force Column Game.
#6 11/30/2015	Guide students through preview of Chapter 19.	Read graphic novel The Doffer.
#7 12/1/2015	Review Chapter 19.	Complete Ch. 19 quiz.
#8 12/2/2015	Show video The Builders of Our Railroads	Complete graphic organizer determining cause and effect of railroad expansion.
#9 12/3/2015	Show slide show The Evolution of Sound	Complete graphic organizer identifying inventions and their effects.
#10 12/4/2015	Show graph of stocks then chart of vertical integration.	Read biography of Andrew Carnegie.
#11 12/7/2015	Show image of child labor then map of labor action 1877-1914.	Read primary source Forming the National Assembly.
#12 12/8/2015	Review Chapter 20.	Complete Ch. 20 quiz.
#13 12/9/2015	Review Unit	Discuss progression of history in this unit.
#14 12/10/2015	Review Unit	Discuss progression of history in this unit.

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#15 12/11/2015	Give students a study guide.	Complete a study guide.
#16 12/14/2015	Discuss answers to study guide.	Ensure correct answers on study guide.
#17 12/15/2015	Moderate review game for students.	Play a review game.
#18 12/16/2015	Give the students a formal assessment on Unit 3 (Semester Test).	Complete the formal assessment on Unit 3 (Semester Test).
#19 12/17/2015	Review US history learned this semester.	Write a reflection on US history learned this semester.
#20 12/18/2015	Complete unfinished work.	Complete unfinished work.