

Name:

Course/Grade: U.S. History/11<sup>th</sup> Grade

Unit Title: Migration and Industry: 1870 to 1900

Stage 1 Desired Results		
<b>ESTABLISHED GOALS</b> <b>G1. Explain the factors contributing to immigration and migration during the post-Civil War Era.</b> <b>G2. Analyze the economic, cultural, and technological developments that transformed the United States into a major industrial power.</b> <b>G3. Evaluate the leadership and growth of unions as well as labor and social movements during the Age of Industrialization.</b>	<b>Transfer</b> <i>Students will be able to independently use their learning to...</i> T1. Recognize and understand their own and others' perspectives. T2. Develop empathy for others beyond their immediate environment. T3. Make connections between the history of the United States in the late 19 <sup>th</sup> century to significant global events today.	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <b>U1. Industrialization occurred all over the world, beginning in England.</b> <b>U2. Although slavery in the United States had been abolished, racist thinking influenced late 19<sup>th</sup> century policies in both the U.S. and in Europe.</b> <b>U3. Industrialization transformed the United States from an agricultural to a highly urbanized society.</b> <b>U4. Industrialization caused nations, including the United States, to look outside their borders for raw materials.</b> <b>U5. Migration of people across international and national borders has brought about significant cultural and economic changes to the United States and to the world.</b>	<b>ESSENTIAL QUESTIONS</b> <b>E1. To what extent was the rise of industry in the United States good for individuals and for society?</b> <b>E2. How did migration across international and national borders result in economic, political, and cultural shifts within American society?</b> <b>E3. Is industrialization on a global scale sustainable?</b>
	<b>Acquisition</b>	



	<p><i>Students will know...</i></p> <p><b>K1. The federal government’s policies regarding migration of settlers and the removal of Native Americans to western territories.</b></p> <p><b>K2. The effects of the major demographic movements of this time period on opportunities for women, African Americans, Native Americans, and recent immigrants.</b></p> <p><b>K3. The similarities and differences between the socio-cultural make-up of immigrants in the post-Civil War period and those of later periods.</b></p> <p><b>K4. The costs and benefits of the industrialization of the United States on the working classes, political systems, and the environment.</b></p> <p><b>K5. The significance of labor unrest on business, society, and the labor movement.</b></p> <p><b>K6. Similarities and differences between child labor during the industrialization period in the United States and in developing countries today.</b></p>	<p><i>Students will be skilled at...</i></p> <p><b>S1. Analyzing primary sources.</b></p> <p><b>S2. Interpreting multiple perspectives on the effects of industrialization on people and the environment.</b></p> <p><b>S3. Compare and contrast the development and impact of industrialization in the United States with that of other nations.</b></p> <p><b>S4. Writing a well organized and supported essay with clear focus and effective use of evidence to support a thesis.</b></p> <p><b>S5. Taking a stand on a current global issue and using historical evidence from this unit to support a position.</b></p>
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### Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<ol style="list-style-type: none"> <li>1. Makes connections, detailed, informative, creative.</li> <li>2. Insightful, persuasive, makes</li> </ol>	<p>PERFORMANCE TASK(S):</p> <ol style="list-style-type: none"> <li>1. Family Migration Project:               <ol style="list-style-type: none"> <li>a. Interview an adult family member about your family’s migration history.</li> <li>b. Create a timeline that shows significant migration events</li> </ol> </li> </ol>



<p>connections, accurate.</p> <p>3. Relevant, persuasive, makes connections, purposeful, accurate.</p>	<p>c. Complete an outline that indicates economic, political, and cultural push and pull factors for your family’s migration events.</p> <p>d. Write a historical narrative that tells the story of your family’s migration history and the reasons for movement.</p> <p>e. Record yourself reading your narrative and create a digital story that incorporates original family photographs and other images.</p> <p>f. Present your digital story as part of a class exhibition.</p> <p>2. Participate in simulated IWW labor strike. Decide how you feel about decisions that the workers have to make during the strike. Be prepared to explain and defend your opinions to the class.</p> <p>3. Write an editorial/letter to the editor about a current policy or issue that students can connect to historical evidence from this unit (immigration policy, Occupy Wall Street movement, anti-Union legislation, etc.)</p>
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<p>Accurate, complete, insightful, makes connections, supported, collaborative, purposeful, detailed.</p>	<p>OTHER EVIDENCE:</p> <p>4. Write two body paragraphs supporting an official apology to Native Americans from the U.S. government citing evidence from lessons from class.</p> <p>5. Write a complete argumentative essay addressing the prompt: To what extent did the industrialization of the United States improve the lives of people in the late nineteenth century.</p> <p>6. Observation of group work during jigsaw activities (readings on Chief Joseph, and Rockefeller and Carnegie.</p> <p>7. Homework assignments: reading guides, pre-reading vocabulary work, etc.)</p> <p>8. Response to document-based question about the Chinese Exclusion Act.</p> <p>9. Completion of photo analysis of Lewis Hine’s child labor photographs</p>
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### Stage 3 – Learning Plan

#### *Summary of Key Learning Events and Instruction*

- **Slideshow lecture on types of migration:** Students will learn about four types of migration and view graphs depicting current immigration data. (T1, T2, T3, G1, U5, E2, K2, K3)
- **Hook – clip from “The Other Side of Immigration”:** Students will view 20 minutes from the film to get an up-close view of economic and political push factors behind current migration from Mexico to the United States. (T1, T2, T3, G1, U5, E2, K2, K3)
- **Loss Visualization:** Students will write about a time when something they cared about deeply was taken away from them. They can write about the loss of a person, an object, or an abstract idea (eg. hope). This activity will help students make a personal connection to the content. Following the 15-20 minute free-write, students will listen to a narrative about a 9-year-old boy’s experience during the Trail of Tears. (T1, T2, T3, G1, U2, U4, U5, E2, K1, K2)



- **Slideshow lecture on 19<sup>th</sup> Century Native American policies:** Topics include Indian Removal Act of 1830, Trail of Tears, Manifest Destiny, destruction of the American bison, Dawes Act, Indian Boarding Schools. (T1, T2, G1,U2, U5, E2, K1, K2, S2)
- **Jigsaw Reading Activity about Chief Joseph:** Students read one of three sections of a reading about the resistance and eventual surrender of Chief Joseph and the Nez Perce. (T1, T2, T3, G1, U2, U5, E2, K1, K2, S2)
- **Slideshow lecture on the Tragedy of the Plains Indians:** Topics include Sitting Bull, Crazy Horse, Battle at Little Bighorn, Ghost Dance, and Wounded Knee. During the lecture, students participate in an analysis of different accounts of the Battle at Little Bighorn, listen to an excerpt from “Bury My Heart At Wounded Knee,” they read an illustrated account of the Massacre at Wounded Knee (Zinn), and they watch a 15-minute clip from Ken Burns’ “The West.” (T1, T2, T3, G1, U2, U5, E2, K1, K2, S2)
- **Hook – Image Analysis of Images of Industrialization:** In groups, students analyze four images. Images include the Bessemer Converter, a steel factory, the Golden Spike Ceremony, a patent application for the telephone, and political cartoons criticizing Standard Oil. Most of the images appear in the lecture the following day. (T3, G2, U1, U3, U4, E1, E3, K4, S1)
- **Slideshow lecture on Industrialization in the U.S. 1870-1900:** Topics include technological advancements, railroads, the modern corporation, vertical and horizontal integration. (T3, G2, U1, U3, U4, E1, E3, K4, S1)
- **Chinese Exclusion Act Inquiry Lesson:** Students will analyze a set of primary and secondary documents to arrive at an answer to the question, why were the Chinese excluded? (T1, T2, T3, G1, G2, U2, U5, E1, E2, K2, K3, K4, S1, S2)
- **Jigsaw Reading Activity about the rise of Rockefeller and Carnegie:** Students read one of two short readings and consider the terms “Captains of Industry” and “Robber Barons.” (T1, T3, G2, U1, U3, U4, E1, E3, K4, S2)
- **Document Analysis of Lewis Hine’s Photographs:** Students analyze four photographs depicting child labor in U.S. factories. This activity is followed by a short slideshow lecture about child labor then and now. Topics include a definition of child labor, current child labor laws, and a comparison between child labor in the 19<sup>th</sup> century and child labor around the world today. (T1, T2, T3, G2, U3, U5, E1, E2, E3, K4, K6, S1, S2, S3, S5)
- **Assembly Line Simulation:** Students enter the classroom to find the desks in rows. They are each assigned a single task to complete repeatedly throughout the simulation. A discussion follows. Connections are made to contemporary consumption (eg. iPhones are made on assembly lines in China today). (T1, T2, T3, G2, U1, U3, E1, E3, K4, S2, S5)
- **Singing Strike Simulation:** Students simulate the IWW strike in Lawrence, Massachusetts in 1912. The lesson takes place over three full class periods. On day one, students write an interior monologue to identify with a character in 1912. On days two and three, students simulate a series of union meetings and make decisions based on historically accurate events. (T1, T2, T3, G1, G2, G3, U2, U3, U5, E1, E2, E3, K4, K5, S2, S5)