

# Unit Plan: 11<sup>th</sup> Grade US History

## Unit # 1: Industrialization and Imperialism

10 Instructional Days

### Unit Overview

**Big Idea: Industrialization would radically transform the practices of labor and the condition of American working people. This new industrial culture would spur a burst of imperialistic expansionism for the United States that culminated in a bold and sometimes controversial new policy of asserting America's influence abroad**

#### Unit Goals:

- A. Evaluate a historical source for point of view and historical context
- B. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses
- C. Construct and defend a written historical argument using relevant primary and secondary sources as evidence
- D. Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts
- E. Investigate causes and effects of significant events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War
- F. Analyze continuity and change in eras over the course of United States history
- G. Investigate causes and effects of significant events in United States history. Analyze the complexity of events in United States history.
- H. Examine and evaluate issues of unity and diversity from Reconstruction to present.

#### Enduring Understanding Connections

America accomplished heavy industrialization in the post-Civil War era. Spurred by the transcontinental rail network, business grew and consolidated into giant corporate trusts, as epitomized by the oil and steel industries.

Industrialization radically transformed the practices of labor and the condition of American working people. But despite frequent industrial strife and the efforts of various reformers and unions, workers failed to develop effective labor organizations to match the corporate forms of business.

With the concentration of capital in the hands of a few, new moralities arose to advance justifications for this social and economic phenomenon. A "survival of the fittest" theory emerged, a popular theory based on the thought of Herbert Spencer and William Graham Sumner, which argued that millionaires were products of natural selection. Another theory known as the "Gospel of Wealth" argued that societies well-to-do had to prove themselves morally responsible.

In the 1890s a number of economic and political forces sparked a spectacular burst of imperialistic expansionism for the United States that culminated in the Spanish-American War- a war that began over freeing Cuba and ended with the highly controversial acquisition of the Philippines and other territories. In the wake of the Spanish-American War, President Theodore Roosevelt pursued a bold and sometimes controversial new policy of asserting America's influence abroad, particularly in East Asia and Latin America.

### Course Enduring Understandings

- A. The development of the United States has been affected in significant ways by its geography.
- B. The ideals of freedom, equality, democracy, and economic well-being have been powerful motivators throughout our history.
- C. The tensions between liberty and equality, liberty and order, region and nation, individualism and the common welfare, cultural diversity and civic unity have shaped U.S. history.
- D. The history of the United States is a story of diverse groups struggling to realize the American ideal. These groups have contributed to the American heritage and contemporary society.
- E. The development of the United States has been shaped dramatically by economic growth.
- F. Issues in and between other countries dramatically affect the United States and in turn, U. S. policy dramatically affects other countries.

### Essential Questions

- A. In what ways has geography shaped the economic, political, and social development of the United States?
- B. How has our understanding of the meaning of freedom, democracy, and economic well-being changed over time?
- C. What factors lead to unity? To division?
- D. In what ways and to what extent have diverse groups shaped American society, economics, politics, and culture? What does it mean to be an American?
- E. What is the American Dream? Are all groups in the United States able to achieve the American Dream?
- F. How has economic growth shaped society, politics, and culture in the U.S.?
- G. What issues drive our relations with other nations? What is America's role in the world in regard to these issues?

### Chapter 24 Guided Reading Questions

- 1. How did the transcontinental railroad network provide the basis for the great post-Civil War industrial transformation?
- 2. What were the abuses in the railroad industry and how did these lead to the first efforts at industrial regulation by the federal government?
- 3. How did the economy come to be dominated by giant "trusts," such as those headed by Carnegie and Rockefeller in the steel and oil industries?
- 4. Describe the growing class conflict caused by industrial growth and combustion, and the early efforts to alleviate it.
- 5. How did industrialist supporters attempt to explain and justify great wealth and increasing class division through "natural law" and the "Gospel of Wealth?"
- 6. Why was the South generally excluded from industrial development and fall into a "third world" economic dependency?
- 7. What were the social changes brought by industrialization, particularly the altered position of working men and women?
- 8. What were the failures of the Knights of Labor and the modest success of the American Federation of Labor?

### Chapter 27 Guided Reading Questions

- 1. Why did the United States suddenly abandon its isolationism and turn outward at the end of the nineteenth century?
- 2. What were the forces pushing for American overseas expansion, and the causes of the Spanish-American War?
- 3. What were the unintended results of the Spanish-American War, especially with the conquest of Puerto

Rico and the Philippines?

4. Explain McKinley’s decision to keep the Philippines, and list the opposing arguments in the debate about imperialism.
5. Analyze the consequences of the Spanish-America War, including the Filipino rebellion against U.S. rule and the war to suppress it.
6. How did U.S. involvement in East Asia expand and what was America’s “Open Door” policy towards China?
7. What was the significance of the “pro-imperialist” Republican victory in 1900 and the rise of Theodore Roosevelt as a strong advocate of American power in international affairs?
8. Describe Roosevelt’s assertive policies in Panama and elsewhere in Latin America, and explain why his “corollary” to the Monroe Doctrine aroused such controversy.
9. Discuss Roosevelt’s foreign policies and diplomatic achievements, especially regarding Japan.

Unit Learning Goals (tied to Unit Goals)	Learning Goal Guiding Questions Habits of Mind Documents and Readings
<p><b><u>LG 1 Analyze how the industrialization of America during the late nineteenth century began to shape the politics, economy, and culture of the nation</u></b></p> <p><i>This should include discussion of</i></p> <ul style="list-style-type: none"> <li>• <b>The Railroads:</b> 1865vs. 1900,transcontinental railroads, government subsidies, land grants, Grover Cleveland and the land grants, frontier villages, The Civil War, Union Pacific Railroad, Credit Mobilier, the Irish and the railroad, Central Pacific Railroad, Leland Stanford, Collis P. Huntington, The Big Four, Chinese Laborers, Ogden, Utah, The Great Northern, Cornelius Vanderbilt, steel rail, air brake, telegraph, Industrialization brought about by the railroads (pg. 536),Corruption, Jay Gould, stock watering, promoters profits, abuse of the public, the “pool”, the Grange, Wabash Case, Interstate Commerce Commission, Interstate Commerce Act,</li> <li>• <b>Industrialization:</b> millionaire, natural resources, immigration, Eli Whitney, Alexander Graham Bell, Thomas Alva Edison, Andrew Carnegie, John D. Rockefeller, J.P. Morgan, horizontal integration, the “trust”, Standard Oil, “Steel is King”, Bessemer Process, Carnegie and Steel, Morgan and Steel, Rockefeller’s successes, The Gospel of Wealth, Survival of the Fittest, Plutocracy, Sherman Anti-Trust Act of 1890,</li> <li>• <b>The Impact:</b> sharecropping, south as a supplier, “Pittsburgh Plus”, textile mills in the south, increased wealth, impact on time, impact on women, oligarchy of wealth, foreign trade, displacement of employees, forced organization, scabs, Jay Gould Quote, federal courts, lockouts, black list, National Labor Union, Knights of Labor, ten hour workday, May Day Strikes, Haymarket</li> </ul>	<ul style="list-style-type: none"> <li>• What were the costs and benefits of the industrial transformation of the post-Civil War era?</li> <li>• Should industrialists like Vanderbilt, Carnegie, and Rockefeller be viewed as “robber barons” or “captains of industry”?</li> <li>• Was the growing class division of the time a threat to American democracy?</li> <li>• Why did American workers have such trouble responding to the new industrial conditions of labor?</li> </ul> <hr/> <p>Habits of Mind: <b>Significance of the Past</b> Understand the significance of the past to one’s own life and to one’s society.</p> <hr/> <p><b>Documents</b></p> <ul style="list-style-type: none"> <li>• A Defense of Long Haul Rates (1885)</li> <li>• Railroad President Sidney Dillon Supports Stock Watering (1891)</li> <li>• General James B. Weaver Deplores Stock Watering (1892)</li> <li>• John D. Rockefeller Justifies Rebates (1909)</li> <li>• An Oil Man Goes Bankrupt (1899)</li> <li>• Weaver Attacks the Trust (1892)</li> <li>• Andrew Carnegie’s Gospel of Wealth (1889)</li> <li>• The Nation Challenges Carnegie (1901)</li> <li>• Russell Conwell Deifies the Dollar (c. 1900)</li> <li>• Henry Grady Issues a Challenge (1889)</li> <li>• A Yankee Visits the New South (1887)</li> <li>• Life in a Southern Mill (1910)</li> <li>• In Praise of Mechanization (1897)</li> <li>• A Tailor Testifies (1883)</li> <li>• The Life of a Sweatshop Girl (1902)</li> <li>• Our Daily Life is not a Pleasant One (1902)</li> <li>• Risking Life and Limb inb the Pittsburgh Steel Mills</li> <li>• The Knights of Labor Champion Reform (1887)</li> <li>• Samuel Gompers Condemns the Knights (c. 1886)</li> <li>• Capital Versus Labor (1871)</li> <li>• Upton Sinclair Describes Smoke Pollution (1911)</li> </ul>

<p>Case, Samuel Gompers, The AFL,</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Rose Schniederman and the Triangle Fire by Bonnie Mitelman</li> <li>• Taking Sides: Was John D\ Rockefeller a “Robber Baron”?</li> <li>• Taking Sides: Did the Industrial Revolution Disrupt the American Family</li> <li>• Industrialization: A Brief Introduction by Jonathan Rees</li> </ul>
<p><b>LG 2 Analyze the how America’s shift in foreign policy in the late decades of the nineteenth century began to shape the politics and economy of the United States while cemented America’s foreign influence in the world as an empire.</b></p> <p><i>This should include discussion of</i></p> <ul style="list-style-type: none"> <li>• America Turns Outward: Yellow Press, Randolph Hearst, Henry Cabot Lodge, Theodore Roosevelt, Chinese Empire and its problems, Alfred Thayer Mahan, James G. Blaine, American Samoa, Diplomatic Crisis’ in late 1880s, The British Conflict, Richard Olney, President Cleveland, The Great Reproachment, Hawaii, Queen Liliuokalani, failure of annexation, Cuba, Insurrectos, General Butcher Weyler, Deputy de Lome, de Lome Letter, U.S.S. Maine , Teller Amendment, Admiral George Dewey, Manila, Philippine Invasion, William McKinley, Theodore Roosevelt, Rough Riders, Kettle Hill, Spanish-American War</li> <li>• Empire: Treaty of Paris, Guam, Puerto Rico, Christianize and Civilize the Philippines, \$20 Million, Imperialism, anti-imperialist League, Foraker Act, citizenship to Puerto Ricans, insular cases, Platt Amendment,</li> <li>• Sphere of Influence: US as a world power, John Hay, Elihu Root, Philippine insurrection, Guerrilla warfare, Emilio Aguinaldo, reconcentration, William Howard Taft, benevolent Assimilation, Open Door Policy (notes), Boxer Rebellion, Nine Power Treaty,</li> <li>• Teddy: TR, William Jennings Bryan, McKinley, murder of McKinley, President Roosevelt, Jingoism, spheres of influence, Roosevelt Corollary to the Monroe Doctrine, Big-stick diplomacy, Hay-Pauncefote Treaty, Clayton-Bulwar Treaty, Hay-Bunau-Varilla Treaty, Philippe Bunau-Varilla, Panama Canal, Russo-Japanese War Portsmouth Conference, Gentlemen’s Agreement, Great White Fleet</li> </ul>	<ul style="list-style-type: none"> <li>• How was American expansionism overseas similar to previous continental expansion westward and how was it different?</li> <li>• Was the taking of Hawaii, Puerto Rico, and the Philippines really a violation of fundamental American ideals of self-government and democracy?</li> <li>• Did Roosevelt more often “speak softly” or use the “big stick”?</li> <li>• Was the United States essentially acting as a “white, Western imperialist” power, or did American democratic ideals substantially restrain the imperialist impulse?</li> </ul> <p><b>Habits of Mind: Multi-Causality</b> Understand the complexity of historical cause-effect relationships in order to avoid simplified generalizations.</p> <p><b>Documents:</b></p> <ul style="list-style-type: none"> <li>• Joseph Pulitzer Demands Intervention (1897)</li> <li>• William Randolph Hearst Stages a Rescue (1897)</li> <li>• President McKinley Submits a War Message (1898)</li> <li>• Professor Charles Elliot Norton’s Patriotic Protest (1898)</li> <li>• Albert Beveridge Trumpets Imperialism (1898)</li> <li>• Professor William Sumner Spurns Empire (1898)</li> <li>• William Jennings Bryan Vents His Bitterness (1901)</li> <li>• The Nation Denounces Atrocities (1902)</li> <li>• John Hay Twists Columbia’s Arm (1903)</li> <li>• Official Connivance in Washington (1903)</li> <li>• Roosevelt Launches a Corollary (1904)</li> <li>• A Latin American Protests (1943)</li> <li>• President Roosevelt Anticipate Trouble (1905)</li> <li>• Japan Resents Discrimination (1906)</li> <li>• The Gentlemen’s Agreement (1908)</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Point Counter Point: Should Puerto Rico Be Granted Statehood</li> <li>• Taking Sides: Did Yellow Journalism Cause the Spanish American War?</li> </ul>

### Measuring and Tracking Learning Goals

#### Measuring Progress of Learning Goals

- Daily checks for understanding
- Daily demonstrators of learning to be completed for each Lesson objective

#### Tracking Student Progress

- Weekly averages of Learning Goal objective demonstrations of learning

#### Assessing the progress of the Learning Goals

Students complete formative assessments during and after the completion of each learning goal. Formative assessment consists of:

- A 15-25 Multiple choice formative assessment at the completion of the learning goal
- Chapter reading and guided reading questions
- Formative assignments throughout the learning goal
- Socratic seminars, formative writing assignments, and class discussions on the primary sources and secondary readings associated with the learning goal

### Measuring and Tracking of Progress towards Unit Goals

#### Measuring the Unit Goals

Students complete Formative writing assessments after the completion of each learning goal.

#### Tracking Student Progress

- Weekly graphing of student progress on learning goal formative writing assessments

#### Measuring Progress to Unit Goals:

- Students score proficient or advanced on 80% of learning goal formative assessments
- Students score proficient or advanced on 80% of learning goal formative writing assignments
- Students score proficient or advanced on 100% of take home practice

### Measuring and Tracking Unit Goals

#### Measuring the Unit Goal

- Document Based Question Assessment
- Summative Writing Assessment
- Formative Writing Assessment
- Historical Interview
- Summative Assessment

#### Tracking Student Progress

- Weekly graphing of student progress on learning goal formative assessments

#### Measuring Progress to Unit Goal:

- Students score proficient or advanced on 80% of learning goal formative assessments
- Students score proficient or advanced on 80% of formative assignments

### Learning Goal Summative Assessments

LG1	Common Summative Assessment
LG2	Common Summative Assessment

### Blog Posts

Blog Site: <http://mrmacsclassroom.com/>

Blog Post 1:	What were the costs and benefits of the industrial transformation of the post-Civil War era?
Blog Post 2:	Should industrialists like Vanderbilt, Carnegie, and Rockefeller be viewed as “robber barons” or “captains of industry”?
Blog Post 3:	During the American expansion of the late nineteenth century was the United States essentially acting as a “white, Western imperialist” power, or did American democratic ideals substantially restrain the imperialist impulse?

## Unit Learning Goal Lesson Objectives

Learning Goal	Lesson Objectives
<b><u>LG 1</u></b>	<p><b>LO 1A</b> SWBAT explain how the transcontinental railroad network provided the basis for the great post-Civil War industrial transformation</p> <p><b>LO 1B</b> SWBAT identify the abuses in the railroad industry and discuss how these led to the first efforts at industrial regulation by the federal government</p> <p><b>LO 1C</b> SWBAT describe how the economy came to be dominated by giant “trusts,” such as those headed by Carnegie and Rockefeller in the steel and oil industries</p> <p><b>LO 1D</b> SWBAT discuss the growing class conflict caused by industrial growth and combination, and the early efforts to alleviate it</p> <p><b>LO 1E</b> SWBAT indicate how industrialists and their supporters attempted to explain and justify great wealth and increasing class division through “natural law” and the “Gospel of Wealth.”</p> <p><b>LO 1F</b> SWBAT explain why the South was generally excluded from industrial development and fell into a “third world” economic dependency</p> <p><b>LO 1G</b> SWBAT analyze the social changes brought by industrialization, particularly the altered position of working men and women</p> <p><b>LO 1H</b> SWBAT explain the failures of the knights of Labor and the modest success of the American Federation of Labor</p>
<b><u>LG 2</u></b>	<p><b>LO 2A</b> SWBAT Explain why the United States suddenly abandoned its isolationism and turned outward at the end of the nineteenth century</p> <p><b>LO 2B</b> SWBAT describe the forces pushing for American overseas expansion, and the causes of the Spanish-American War</p> <p><b>LO 2C</b> SWBAT Describe and explain the unintended results of the Spanish-American War, especially the conquest of Puerto Rico and the Philippines</p> <p><b>LO 2D</b> SWBAT explain McKinley’s decision to keep the Philippines, and list the opposing arguments in the debate about imperialism</p> <p><b>LO 2E</b> SWBAT Analyze the consequences of the Spanish-American War, including the Filipino rebellion against U.S. rule and the war to suppress it</p> <p><b>LO 2F</b> SWBAT Explain the growing U.S. involvement in East Asia, and summarize America’s “Open Door” policy toward China</p> <p><b>LO 2G</b> SWBAT Discuss the significance of the “pro-imperialist” Republican victory in 1900 and the rise of Theodore Roosevelt as a strong advocate of American power in international affairs</p> <p><b>LO 2H</b> SWBAT describe Roosevelt’s assertive policies in Panama and elsewhere in Latin America, and explain why his “corollary” to the Monroe Doctrine aroused such controversy</p> <p><b>LO 2I</b> SWBAT discuss Roosevelt’s foreign policies and diplomatic achievements, especially regarding Japan</p>

## Lesson Objective Demonstrations of Learning

Learning Goal	Demonstration of Learning
<b><u>LG 1</u></b>	<p><b>LO 1A</b> GSA: Using the information from class and your textbook pick a specific transcontinental railroad and explain how that railroad led to industrial transformation</p> <p><b>LO 1B</b> GSA: What abuses were committed by the railroad industry and how did the government react to those abuses? Was this reaction successful?</p> <p><b>LO 1C</b> GSA: Explain how the giant “trusts,” would be looked upon by society today. Use specific examples such as those headed by Carnegie and Rockefeller in the steel and oil industries</p> <p><b>LO 1D</b> GSA: What led to the growing class conflict on the late nineteenth century? Was this a natural reaction to industrialization? Why?</p> <p><b>LO 1E</b> GSA: Using the “Gospel of Wealth” explain how the robber barons viewed their lifestyle.</p> <p><b>LO 1F</b> GSA: What impacts of the Industrial Revolution on the South do we still see in America today?</p> <p><b>LO 1G</b> GSA: Describe the daily life of an immigrant American during the time of industrialization.</p> <p><b>LO 1H</b> GSA: Why did the Knights fail when the AFL succeeded? Which of these organizations visions do you think was best for the laborers of the day?</p>
<b><u>LG 2</u></b>	<p><b>LO 2A</b> GSA: Why did the United States suddenly abandoned its isolationism? Was this a good policy?</p> <p><b>LO 2B</b> GSA: What? Who? Caused of the Spanish-American War? Why?</p> <p><b>LO 2C</b> GSA: Why did America shift its policy towards Puerto Rico and the Philippines during the Spanish American war? Was this good foreign policy?</p> <p><b>LO 2D</b> GSA: If you were McKinley would you have kept the Philippines or provide them a policy of self-determination? Justify your answer?</p> <p><b>LO 2E</b> GSA: Were the consequences of the Spanish-American War foreseeable? Justify.</p> <p><b>LO 2F</b> GSA: What was the open Door Policy? Was it a success?</p> <p><b>LO 2G</b> GSA: Why did the Republicans win in 1900? Who would you have voted for? Justify.</p> <p><b>LO 2H</b> GSA: Was the Monroe Corollary a strategic windfall or an extreme blunder?</p> <p><b>LO 2I</b> Was Roosevelt a successful president or an American disaster? Justify.</p>

### Instructional Calendar

<b>January 6</b> The Transcontinentals	<b>January 7</b> The Trusts	<b>January 8</b> Class Conflict	<b>January 9</b> The Gospel of Wealth	<b>January 10</b> Industrialization
<b>January 13</b> The Spanish American War	<b>January 14</b> The Philippines	<b>January 15</b> Teddy Roosevelt	<b>January 16</b> Teddy Roosevelt	<b>January 17</b> Teddy Roosevelt