

Unit 1: Age of Big Business (1877-1920)

Unit #:	APSDO-00025370	Duration:	3.0 Week(s)	Date(s):	
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Grades:
 11

Subjects:
 Social Studies

Unit Focus

In this unit, students will identify the impact of industrialization on American society. The students will examine and analyze ideas about the relationship between government and business, the growing gap between the wealthy and poor, and the condition of the industrial working class. In addition to a unit test, students will develop a historical argument regarding the extent to which the tycoons of the Gilded Age were "robber barons" or "captains of industry." Primary instructional materials for this unit will include primary and secondary sources as well as a U.S. History textbook *The American Pageant or The Americans*, maps and artifacts.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 11</i></p> <ul style="list-style-type: none"> 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. <i>CCSS.ELA-LITERACY.WHST.11-12.7</i> Gather relevant information from multiple authoritative print and digital sources, using advanced searches 	<p>T1 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions. T2 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge. T3 (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U104) Institutions other than governments often have power in society. U2 (U202) Change: Innovations and revolutionary changes can lead to intended and unintended consequences that can be both positive and negative.</p>	<p>Q1 (Q301) How do economic and political systems interact? Q2 (Q803) How do all people deserve to be treated? Q3</p>

<p>effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <i>CCSS.ELA-LITERACY.WHST.11-12.8</i></p> <ul style="list-style-type: none"> • Draw evidence from informational texts to support analysis, reflection, and research. <i>CCSS.ELA-LITERACY.WHST.11-12.9</i> 	<p>U3 (U202) Change: Innovations and revolutionary changes can lead to intended and unintended consequences that can be both positive and negative.</p> <p>U4 (U300) Economic systems provide for the production and distribution of resources in ways that benefit some and harm others.</p> <p>U5 (U500) Beliefs influence cultural practices and human behaviors.</p> <p>U6</p> <p>When people's basic needs are not met, they seek change</p>	<p>At what point is concentrated wealth in the hands of a few incompatible with democracy?</p> <p>Q4</p> <p>To what extent did America successfully respond to the challenges created by rapid industrialization?</p>
Acquisition of Knowledge and Skill		
Connecticut Goals and Standards <i>Social Studies : 11</i>	Knowledge	Skills
<ul style="list-style-type: none"> • Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. <i>HIST.9-12.4</i> • Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights. <i>CIV.9-12.19</i> • Analyze multiple and complex causes and effects of events in the past. <i>HIST.9-12.14</i> • Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights and human rights. <i>CIV.9-12.12</i> • Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. <i>INQ.9-12.10</i> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into 	<p>K1</p> <p>The extent to which the government regulates business has far reaching effects on all aspects of society</p> <p>K2</p> <p>Natural resources, creative ideas, and growing markets fueled an industrial boom in America</p> <p>K3</p> <p>Industrialization created a new class of the wealthy who had a variety of ideas regarding how to use their wealth to better society</p> <p>K4</p> <p>The expansion of industry resulted in the growth of trusts, increases in inequities in the distribution of wealth and power, and prompted laborers to form unions and advocate for greater political rights</p>	<p>S1</p> <p>Conduct short research tasks to answer a question or solve a problem</p> <p>S2</p> <p>Cite specific textual evidence from primary and secondary sources to support analysis</p> <p>S3</p> <p>Construct arguments using precise and knowledgeable claims with supporting evidence</p>

<p>consideration multiple points of view represented in the sources, the types of sources available and the potential uses of the sources. <i>INQ.9-12.5</i></p> <ul style="list-style-type: none"> • Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. <i>HIST.9-12.1</i> • Evaluate public policies in terms of intended and unintended outcomes, and related consequences. <i>CIV.9-12.16</i> • Evaluate the effectiveness of citizens and institutions in solving social and political problems. <i>CIV.9-12.8</i> • Explain how the perspectives of people in the present shape interpretations of the past. <i>HIST.9-12.7</i> • Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. <i>HIST.9-12.16</i> 	<p>K5</p> <p>Concepts/Terms: Laissez faire, capitalism, socialism, communism, Bessemer process, transcontinental railroad, <i>Munn v. Illinois</i>, Interstate Commerce Act, vertical and horizontal integration, Social Darwinism, Sherman Antitrust Act</p>	
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