

Social Studies
U.S. History and Government-Academic
Unit 8: Industrialization, Urbanization, and Progressive Era

<p style="text-align: center;">Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Business leaders believed that the individual initiative benefited all of society. ▪ Lack of restrictions helped large companies but hurt small ones. ▪ Unity among workers led to the growth of unions. ▪ Conflict between workers and employers resulted in unrest. The spoils system and lobbyists fostered corruption in government. ▪ Public protest by a free press worked to end political corruption. ▪ Economic inequity developed between farmers and urban workers. ▪ Many reformers believed that social change would result in a more just and equitable society. ▪ Values and beliefs shaped the program of the Progressive Era. ▪ Reform efforts were successful in correcting the worse abuses of big business and government. ▪ Interests and positions of the progressives were translated into federal legislation. ▪ Business practices worked to limit economic competition.
<p style="text-align: center;">Essential Questions</p>	<ul style="list-style-type: none"> ▪ What factors caused American industry to grow so rapidly? ▪ How were Andrew Carnegie and John D. Rockefeller able to become industrial giants? ▪ What were the difficulties experienced by labor unions in the late 1800s? ▪ What were the factors behind the migration to American cities? ▪ What were the major forms of corruption during this period? ▪ What were the new forms of leisure pastimes and amusements that attracted the interest of Americans before 1900? ▪ What were some of the problems that American farmers faced in the 1880s? ▪ What were the major goals of the Populist Party? ▪ What were the types of reform that progressive leaders advocated? ▪ What were the limitations of progressivism? ▪ In what ways was Roosevelt successful or disappointing as a progressive leader? ▪ What progressive reforms were achieved by Wilson as President?

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Essential Knowledge	<ul style="list-style-type: none">▪ Many factors encouraged industrial growth during this era, including railroads, big business, incorporation, and the methods used by Carnegie and Rockefeller to achieve success.▪ People worked under horrible conditions during the late 1800s.▪ Labor unions faced many obstacles but also achieved many gains during this period.▪ Many immigrants came to the United States during this era.▪ There were great differences between the “old” and “new” immigration.▪ Many factors led to the growth of cities during the late 1800s and early 1900s.▪ Many problems arose from the increase in the urban population during this era.▪ Political corruption increased greatly at local, state, and national levels.▪ Reforms began in the 1870s and 1880s.▪ There was great controversy surrounding the tariffs of this time.▪ There were many developments in literature, art, and higher education.▪ Farmers faced many problems during the late 1800s, leading to the rise and fall of the Grange and the support of greenbacks and free silver.▪ Muckrakers played an important role in identifying social ills and promoting social change.▪ The methods and strategies used in business and education influenced social reform.▪ Reforms strengthened democracy.▪ Social reformers and the government made advances in protecting adult and child workers.▪ Theodore Roosevelt became known as a “trustbuster.”▪ The 1902 coal strike was a turbulent event in US history.▪ Teddy Roosevelt is known for his efforts for conservation of wilderness areas.▪ The public reaction had a marked reaction to the Ballinger-Pinchot controversy.▪ The Progressive Party developed during this time period.▪ A split in the Republican Party helped lead to Woodrow Wilson’s election in 1912.
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Vocabulary	<ul style="list-style-type: none">▪ <u>Terms:</u><ul style="list-style-type: none">a. entrepreneur, economies of scale, corporation, holding company, trust, horizontal integration, vertical integration, rebate, Social Darwinism, philanthropy, real wages, company town, scrip, business cycle, blacklist, lockout, scab, collective bargaining, arbitration, industrial union, injunction, pogrom, anarchism, merchandising, graft, political machine, kickback, ward, lobbyist, township, patronage, rider, free-trader, protectionist, antebellum, realism, expatriate, yellow journalism, pooling, cooperative, inflation, deflation, gold standard, third party, Populist Movement, conspicuous consumption, social gospel, pragmatism, direct primary, initiative, referendum, recall, literacy test, conservation, income tax, inheritance tax, rediscount, price-cutting, interlocking directorate
Essential Skills	<ul style="list-style-type: none">▪ Read and interpret primary sources.▪ Memorize required material.▪ Label and memorize map locations.▪ Complete expository writing with primary sources on quizzes and tests.▪ Apply note taking skills.

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<p style="text-align: center;">Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ul style="list-style-type: none">b. Select and apply research methods that are appropriate for the purpose of the inquiry.c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.g. Develop a clear well-supported position.h. Present and defend a well-supported position to a variety of audiences using a prescribed format.i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields including ethical reasoning skills.j. Access and present information ethically and legally. <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ul style="list-style-type: none">a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>B. Civics and Government</p> <p>B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ul style="list-style-type: none">a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.b. Evaluate current issues by applying democratic ideals and constitutional principles of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in founding documents.c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.d. Describe the purpose, structures, and processes of the American political system.e. Compare the American political system with examples of political systems from other parts of the world. <p>B2. Rights, Duties, Responsibilities, and Citizen Participation in Government</p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <ul style="list-style-type: none">a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>B3.Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ol style="list-style-type: none"> a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations. b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures. <p>C. Economics</p> <p>C1.Economic Knowledge, Concept, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <ol style="list-style-type: none"> a. Explain that the study of economics includes the analysis and description of production, distribution, and consumption of goods and services by business and is the basis of individual personal finance management including saving and investing. b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics. c. Evaluate different forms of money management, and the positive and negative impacts that credit can have on individual finances, using economic reasoning. d. Identify and explain various economic indicators and how they represent and influence economic activity. e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth and sustainability. f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage. g. Solve problems using the theory of supply and demand.
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>C2.Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <ol style="list-style-type: none">a. Analyze the role of regional, international, and global organizations that are engaged in economic development.b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically divers.c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and various world cultures. <p>D. Geography</p> <p>D1.Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ol style="list-style-type: none">a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences.b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.d. Evaluate the impact of change, including technological change, on the physical and cultural environment. <p>D2.Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ol style="list-style-type: none">a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources. d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations. <p>E2. Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> a. Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects. b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Notes ▪ Textbook readings and questions ▪ Read and interpret ▪ “Shipwrecked” activity exemplifying communism v. republicanism ▪ Review game
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Oral questioning during class discussions ▪ Reading questions ▪ Essay writing ▪ Quizzes ▪ Review game

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Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>The Jungle</u> – Upton Sinclair○ Political cartoons – Thomas Nast▪ <u>Videos:</u><ul style="list-style-type: none">○ <u>Gangs of New York</u>○ A & E Biographies – Carnegie, Rockefeller, Ida Tarbell
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