

U.S. History
Unit 2: An Emerging Industrial Giant (1870–1920)

Time Frame: Approximately three weeks



Unit Description

This unit focuses on employing historical thinking skills to examine the impact of rapid industrialization on American society, its economy, and its natural resources.

Student Understandings

Students understand the causes of industrialization and the impact industrialization had on business and American society. Students understand the causes and effects of the rapid urbanization of American cities. Students learn to use historical thinking skills by comparing and contrasting the waves of “old immigrants” to the “new immigrants” that flooded onto America’s shores during the late 19th century and early 20th century.

Guiding Questions

1. Can students explain the effects of the government’s laissez-faire policy in the late 19th century and early 20th century?
2. Can students describe the innovations in technology and transportation that occurred at this time?
3. Can students identify and explain the changes in business organization that led to the growth of an industrial economy?
4. Can students illustrate the phases, geographic origins, and motivations behind mass immigration and explain how these factors accelerated urbanization in the United States?
5. Can students describe the challenges associated with immigration, urbanization, and rapid industrialization and evaluate the government’s response to these challenges?
6. Can students explain the government response to rapid urbanization and mass immigration?

Unit 2 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE #	GLE Text
Historical Thinking Skills	
US.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting short and sustained research • Evaluating conclusions from evidence (broad variety, primary and secondary sources) • Evaluating varied explanations for actions/events • Determining the meaning of words and phrases from historical texts • Analyzing historian’s points of view
US.1.2	Compare and/or contrast historical periods in terms of: <ul style="list-style-type: none"> • Differing political, social, religious, or economic contexts • Similar issues, actions, and trends • Both change and continuity
US.1.4	Discriminate between types of propaganda and draw conclusions concerning their intent
US.1.5	Analyze historical periods using timelines, cartoons, maps, graphs, debates, and other historical sources
Western Expansion to Progressivism	
US.2.4	Examine the effect of the government’s laissez-faire policy, innovations in technology and transportation, and changes in business organization that led to the growth of an industrial economy
US.2.5	Illustrate the phases, geographic origins, and motivations behind mass immigration and explain how these factors accelerated urbanization
US.2.6	Describe the challenges associated with immigration, urbanization, and rapid industrialization and evaluate the government’s response
US.2.7	Examine the social, political, and economic struggles of a growing labor force that resulted in the formation of labor unions and evaluate their attempts to improve working conditions
ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS #	CCSS Text
Reading Standards for Literacy in History/Social Studies 6-12	
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
Writing Standards for Literacy in History/Social Studies, Science, Technical Subjects 6-12	
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sample Activities

Activity 1: Industrial Giant Vocabulary (GLEs: US.2.4, US.2.5, US.2.6; CCSS: RH.11-12.4)

Materials List: maps, tables, or graphs on American industrialization after 1865; Key Concepts Chart BLM; primary and/or secondary sources (books, encyclopedias, Internet access-optional) on emerging industrialization and economic policies of the U.S. between 1870 and 1920

Throughout this unit, have students maintain a *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Provide students with a list of key concepts that relate to this period of history. Have them complete a self-assessment of their knowledge of these concepts using a chart. Ask students to rate their understanding of a word using a “+” for understanding, a “?” for limited knowledge, or a “-” for lack of knowledge. Throughout the unit, students will refer to this chart to add information as they gain knowledge of these key concepts. The goal is to replace all the question marks and minus signs with a plus sign. (See the Key Concepts Chart BLM and sample below.)

Key concepts may be found in the *U.S. History End-of-Course (EOC) Assessment Guide* which can be found on the State Department website using the following link: http://www.louisianaecoc.org/Documents/US_History_Assessment_Guide.pdf. See pages 4-6 in the *EOC Assessment Guide*.

Key Concept	+	?	-	Explanation	Extra Information
laissez-faire policy				<i>Policy that the government should leave the economy alone and companies should operate without government interference.</i>	<i>French term for leave alone.</i>

After completing all of the activities in this unit, have students refer to their *vocabulary self-awareness* chart to determine if their understandings of the key concepts have changed. At the end of the unit, make sure students' charts are accurate. Allow students to use the chart to review for their test on this unit.

Activity 2: Laissez-Faire Policy (GLE: US.2.4; CCSS: RH.11-12.4)

Materials List: Laissez-Faire Policy BLM, secondary sources (books, encyclopedias, Internet access-optional) on the U.S. laissez-faire economic policy

Have students use secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine the effect of the government's laissez-faire policy (the belief that the government should leave the economy alone) and the changes in business organization that led to the growth of an industrial economy in the United States in the late 19th century.

Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the government's laissez-faire policy and its impact on America (see Laissez-Faire Policy BLM and the sample below).

Effects of the government's laissez-faire policy in the United States:

Ask students to work with a partner to fill in the guide. Ask students to share their findings with the class. Engage the class in a discussion of the effects of the government's laissez-faire policy and its impact on the American economy in the late 19th century. Ask students to use their completed process guides when they participate in the discussion.

Activity 3: Business Consolidations (GLE: US.2.4; CCSS: RH.11-12.4, WHST.11-12.10)

Materials List: Business Consolidations BLM, secondary sources (books, encyclopedias, Internet access-optional) on American business consolidations

Working in groups, have students use secondary sources (text, books, encyclopedias, and reliable Internet resources) to complete the *word grid* ([view literacy strategy descriptions](#)) on business consolidations (see the Business Consolidations BLM and sample below).

Characteristics	Horizontal Consolidation	Vertical Consolidation
Companies doing the same thing merge to consolidate resources and drive competitors out of business.		

This *word grid* will help students to visualize the difference between horizontal and vertical business consolidations. *Word grids* help students learn important concepts related to key terminology by delineating their basic characteristics in relation to similar terms. Having a deeper knowledge of the meaning of key terms enables students to understand the application of the vocabulary in its historical use. The most effective *word grids* are those students create themselves; however, they should start with the Business Consolidations Word Grid BLM. As students adjust to using *word grids*, encourage them to create their own *word grids*. Students should place a “yes” or “no” in each column for each characteristic. *Word grids* are very useful when comparing and contrasting the characteristics of key concepts and vocabulary terms. Have students use the information in the *word grid* to create a Venn diagram comparing and contrasting horizontal and vertical business consolidations. Allow time for students to quiz each other over the information on the grids in preparation for tests and other class activities.

Using the information in their *word grid* and Venn diagram, have students write an entry in their *learning logs* ([view literacy strategy descriptions](#)) in which they explain the differences between horizontal and vertical business consolidations. Ask volunteers to read their entries to the class and facilitate any discussion that follows.

Activity 4: The Robber Barons, Industrial Giants, or Captains of Industry (GLEs: US.1.5, US.2.4, US.2.7; CCSS: RH.11-12.2, RH.11-12.9)

Materials List: markers, colored pencils, colors, or computer graphics; Industrial Giants BLM; primary and/or secondary sources (books, encyclopedias, Internet access-optional) on the American industrial giants (1870-1920), copies and sound recordings of Carnegie’s “Gospel of Wealth” essay, Gilded Age political cartoons by Joseph Keppler and William A. Rogers

Have students use their textbooks to read about the industrial giants: Andrew Carnegie, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt. Resources are listed below.

Andrew Carnegie

<http://www.loc.gov/search/?q=Andrew%20Carnegie&fa=digitized:true>

Andrew Carnegie's *Gospel of Wealth* essay and sound recording may be found at this website:

<http://historymatters.gmu.edu/d/5767/>

J.P. Morgan

<http://www.loc.gov/search/?q=J.P.%20Morgan&fa=digitized:true>

John D. Rockefeller

<http://www.loc.gov/search/?q=john%20d.%20rockefeller&fa=digitized:true>

Cornelius Vanderbilt

<http://www.loc.gov/search/?q=Cornelius%20Vanderbilt&fa=digitized:true>

Using *split-page notetaking* ([view literacy strategy descriptions](#)), have students describe the impact businesses of the industrial giants had on American society. Students will also explain why they think some people referred to these industrial giants as “Robber Barons” and why some called them “Captains of Industry.” They should focus on the different perspectives of the lives of these men that led to those perceptions (see Industrial Giants BLM and the sample below). Students should be allowed to review their notes individually and with a partner in preparation for other class activities and assessments.

<u>Date:</u>	Topic: The Industrial Giants
<u>Impact on American Society</u> Andrew Carnegie	<ul style="list-style-type: none"> • <i>He built the first U.S. steel factories to use the Bessemer process to mass produce steel.</i>

Have students create political cartoons that depict the industrial giants of the Industrial Age. Ask students to design their political cartoons to describe the industrial giants as either “Robber Barons” or “Captains of Industry” based on their perception of the information gathered. Students’ political cartoons should depict, but not be limited to, the industrial giants, the industry that they controlled (e.g., Rockefeller-oil), and the impact of these industrialists on American society in the late 19th century. Encourage the use of markers, colored pencils, colors, computer graphics, etc. to create the political cartoons.

Political cartoons of Joseph Keppler and William A. Rogers concerning the Gilded Age may be found on these websites:

http://www.senate.gov/artandhistory/art/artifact/Ga_Cartoon/Ga_cartoon_38_00392.htm

<http://tv.nytimes.com/learning/general/onthisday/harp/1020.html>

<http://nationalhumanitiescenter.org/pds/gilded/power/text1/octopusimages.pdf>

Conduct a show-and-tell session in which students explain their political cartoons. Students should be able to describe their chosen industrialist's rise to power and control of an industry. To conclude this activity, have students compare industrial giants of this period to twenty first century corporate giants in America (e.g., Bill Gates-Microsoft, Sam Walton-Wal-Mart, Steven Jobs-Apple Computer, and Oprah Winfrey-Harpo Productions). Display the political cartoons in the classroom.

These websites provide excellent lessons on the use of political cartoons in the classroom:

Harper's Weekly <http://www.harpweek.com/>

Gilder Lehrman Collection <http://www.gilderlehrman.org/collection/>

National Archives <http://www.archives.gov/>

Activity 5: Innovations and Advances (GLEs: US.1.2, US.1.5, US.2.4)

Materials List: colors, markers, colored pencils, butcher paper or any type of paper roll; Innovations and Advances BLM; primary and/or secondary sources (textbooks, encyclopedias, Internet access-optional) on American innovations (1870-1920)

Organize the class into five groups. Have students use primary and/or secondary resources (textbooks, encyclopedias, and reliable Internet resources) to find information concerning innovations and advances to technology that occurred during the Industrial Age.

Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to identify innovations and advances to technology that occurred in the areas listed below during the Industrial Age and to analyze the effects these innovations and advances had on industry and society.

- farming
- industry
- oil
- steel
- transportation

Students will use one column to record guiding statements about the main ideas, and the other column will be used to record supporting details concerning the main ideas. As students read the material, they record the answers or notes of their findings beside each guiding statement or main idea (see the Innovations and Advances BLM and the sample below).

Area of Innovation: Farming	Topic: Innovations and Advances
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Students will use their completed split-page notes to present their findings to the class using *PowerPoint*® presentations, posters, or various other visual presentations.

Have students construct a timeline that may be displayed on butcher paper around the classroom. They will record the information above the date that it occurred. The dates of important innovations and advances in the areas of farming, industry, oil, steel, and transportation should be included on the timeline. The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events.

Ask students to find a contemporary innovation or advance that is of particular interest to them that is parallel to a historical one on their timeline. Have students explain the similarities and differences between the two time periods.

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.

Activity 6: Henry Ford's Innovations in Mass Production (GLE: US.2.4; CCSS: RH.11-12.2, RH.11-12.4)

Materials List: Henry Ford Discussion Guide BLM, Henry Ford, From Model A to Model T BLM, primary and secondary sources (textbooks, encyclopedias, Internet access optional) on Henry Ford and his innovations

Have students use *SQPL* (*student questions for purposeful learning*) ([view literacy strategy descriptions](#)) to read and learn about Henry Ford, the assembly line, mass production, and the specialization of labor. The *SQPL* strategy helps students develop the ability to read, listen and learn with a purpose.

Generate a statement related to the content that will cause students to wonder, challenge, and question Henry Ford's mass production of the horseless carriage. The statement does not have to be factual but it should provoke interest and curiosity.

Henry Ford, the founder of Ford Motor Company, developed the first affordable, mass-produced car and also helped pioneer assembly-line manufacturing. Henry Ford began with the Model A car and finally found success with the Model T car.

Present the statement to students. Students should pair up and generate two to three questions that they would like answered. The questions must be related to the statement. When all student pairs have generated at least two questions, ask someone from each team to share their questions with the entire class. Write the questions on the board and when similar questions are asked, star or highlight the similarly asked questions.

After all of the student-generated questions have been shared, add questions addressing

important information that may have been omitted.

As students read or listen to information presented orally, they should pay attention to information that helps them answer the questions written on the board. Special attention should be focused on the questions that are starred or highlighted.

As the content is reviewed, stop periodically and have students discuss with their partners which questions they are now able to answer. Ask for volunteers to share their findings. Use *split-page notetaking* ([view literacy strategy descriptions](#)) to have students record their questions from the board and the answers provided by the readings and class discussion. Students will use the questions and answers for later study (see the Henry Ford, From Model A to Model T BLM and the sample below).

Questions:	Answers:
What type of childhood did Henry Ford have that inspired him to create a horseless carriage?	

Information concerning Henry Ford may be found on these websites:

<http://memory.loc.gov/ammem/today/jul30.html>

<http://www.history.com/topics/henry-ford>

http://www.pbs.org/wgbh/theymadeamerica/whomade/ford_hi.html

Activity 7: Motivations for Mass Immigration (GLEs: US.1.2, US.2.5; CCSS: RH.11-12.2, RH.11-12.4)

Materials List: Old vs. New Immigration Word Grid BLM, secondary sources (textbooks, encyclopedias, Internet access optional) on mass immigration between 1870 and 1920

Have students use secondary sources (books, encyclopedias, and reliable Internet resources) to research information concerning the “old” versus the “new” immigration periods in United States history. Attention should be placed on the push and pull factors of immigration during these periods of history.

Working in pairs, have students complete a *word grid* ([view literacy strategy descriptions](#)) that compares “old” immigration to “new” immigration. Students should be able to articulate the differences and similarities between the different phases of mass immigration into the United States (see the Old vs. New Immigration Word Grid BLM and the sample below).

Immigration	Old Immigrants	New Immigrants
Entered United States before 1890		

Students will present their findings to the class. Have students create a Venn-diagram to compare and contrast the “old” and “new” immigrants. Engage the class in a discussion of the differences and similarities of the “old” and the “new” immigrants that came to America. Allow time for students to quiz each other on the information on the grids in preparation for tests and other class activities.

Activity 8: Immigration and the Melting Pot (GLEs: US. 1.1, US.1.5, US.2.5; CCSS: RH.11-12.1, RH.11-12.2, RH.11-12.9, RH.11-12.10, WHST.11-12.4)

Materials List: “New Colossus” poem by Emma Lazarus, Immigration Centers BLM primary and/or secondary sources (textbooks, encyclopedias, Internet access-optional) on immigration reception centers

Have students read Emma Lazarus’s poem, “New Colossus,” that was placed on a plaque at the base of the Statue of Liberty. Have students work independently to explain, in a short essay, what these words might have meant to a weary traveler arriving at the Ellis Island reception center.

Emma Lazarus’s poem, “New Colossus,” may be found on these websites:

<http://www.libertystatepark.com/emma.htm>

<http://usinfo.state.gov/usa/infousa/facts/democrac/63.htm>

Have students research the immigration reception centers at Ellis Island in New York Harbor and Angel Island in San Francisco Bay. Students will compare and contrast information such as the requirements for entering the United States, conditions in the immigration reception centers, and treatment of the immigrants at each of the reception centers. Have students identify the different ethnic backgrounds or geographic origins of those that arrived at each of these immigration reception centers. Students will display their findings using a *graphic organizer* ([view literacy strategy descriptions](#)) in the form of a Venn diagram. See the Immigration Reception Centers BLM.

Information on the immigration reception centers may be found on these websites:

Ellis Island may be found on these websites:

<http://www.history.com/minisites/ellisland/>

<http://teacher.scholastic.com/activities/immigration/tour/stop1.htm>

<http://library.thinkquest.org/20619/Eivirt.html>

Arrival at Ellis Island video:

<http://www.history.com/topics/tenements/videos#arrival-at-ellis-island>

Angel Island may be found on these websites:

<http://www.aiisf.org/>

http://www.english.illinois.edu/maps/poets/a_f/angel/gallery.htm

Angel Island wall poem

http://www.english.illinois.edu/maps/poets/a_f/angel/angel.htm

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Hold a class discussion and ask students to describe how immigrants were treated and processed at Ellis Island and Angel Island. Some teacher guidance may be needed.

Activity 9: Urbanization (GLE: US.2.5; CCSS: RH.11-12.2)

Materials List: chart paper and/or posters, markers, Urban Opportunities BLM, secondary sources (textbooks, encyclopedias, Internet access optional) on the rapid growth of urbanization between 1870-1920

Have students use secondary sources (textbooks, encyclopedias, and reliable Internet resources) to find information concerning the reasons why so many people were drawn to the cities during the late 1800s and early 1900s. Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the reasons for the rapid growth of American cities at this time (see the Urban Opportunities BLM and the sample below).

Reasons that millions of people moved to the cities:

Ask students to work with a partner to fill in the guide and share their findings with the class. Engage the class in a discussion about the reasons why so many people streamed into the cities to become urban dwellers.

Divide students into groups; place each group at a different chart/poster location. Tell the students that they will use the chart paper/poster as a graffiti wall. Have students record facts or make drawings of what they learned concerning the reasons why millions of people moved to the cities during the late 1800s and early 1900s. Allow enough time for students to discuss the topic and create and add their graffiti to the chart paper/poster. Have students move to the next chart/poster. Call the class back together and have a spokesperson from each group discuss each of the graffiti wall projects.

Activity 10: Ghettos, Tenements and Settlement Houses (GLEs: US.1.1, US.1.5, US.2.6; CCSS: RH.11-12.2, RH.11-12.9, WHST.11-12.10)

Materials List: Ghettos and Tenements BLM, colors, markers, chart paper, primary and secondary sources (textbooks, encyclopedias, Internet access-optional) on life in the cities between 1870 and 1920, the Social Gospel Movement, and the Settlement House Movement

Have students examine photos and watch videos that show the conditions of the cities during the late nineteenth century.

The following website provides photos and videos of the conditions of the cities during this time period:

<http://xroads.virginia.edu/~ma01/davis/photography/images/riisphotos/slideshow1.html>

Tenement Museum in New York City:

<http://www.tenement.org/>

Tenement Life: 1860-1910 video:

<http://www.schooltube.com/video/99624f29237b46013d63/Tenement%20Life%20%201860-1910>

Jacob Riis video:

<http://www.history.com/topics/jacob-riis/videos#super-cities-new-york-city>

Ask students to use their imagination to describe what they might have heard, seen, smelled, tasted, and touched in a ghetto or in a tenement house in one of the larger cities of the Northeast in the late 1800s.

Have students brainstorm and complete a *graphic organizer* ([view literacy strategy descriptions](#)) in which they describe the sensory information that might have been found in a ghetto or tenement house (see the Ghettos and Tenements BLM and the sample below).

Sights	Sounds	Smells	Tastes	Touch

Discuss with students the causes of the late nineteenth century urbanization of the United States and its impact in areas such as housing, political structures, and public health.

Place students in groups of four and use *text chains* ([view literacy strategy descriptions](#)) to create a short story about life in the ghettos or tenement buildings in the late 1800s. Ask the first student to write on a sheet of paper the opening sentence of a *text chain* that describes what life was like in a ghetto or tenement house in one of the larger cities of the Northeast in the late 1800s. The paper should then be passed to the student sitting to the right who will write the next sentence in the story. The paper is passed again to the right of the next student who will write a third sentence to the story. The paper is passed to the fourth student who must complete the story. See the sample *text chain* below:

Student 1: Life in a rundown tenement building was very hard.

Student 2: The buildings were very crowded, dirty, did not have good lighting and ventilation and there was a high crime rate in many of them.

Student 3: Many people were crowded into small spaces and lots of people had to share one water faucet.

Student 4: Growing up in a tenement building was a horrible experience.

Gather the class back together. Solicit volunteers from each group to read their *text chain* and discuss their readings with the class. Compare student findings. Some teacher guidance may be needed.

Discuss with students the Social Gospel Movement and explain how the Settlement-House Movement was one of the attempts to relieve the suffering and poverty of immigrants and other city dwellers. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) by setting and checking predictions about the Settlement-House Movement throughout the reading of informational texts.

The discussion should activate students' interest and build on background knowledge concerning the Settlement-House Movement. Students' attention should be directed to Jane Addams, the settlement house she established in Chicago, and the many activities and opportunities settlement houses offered to the impoverished city dwellers. Invite students to make predictions about the content they will be reading. Have students write their predictions in their *learning logs* ([view literacy strategy descriptions](#)) in order to keep a record of them while they learn the new content.

Explain how reformers, such as Jane Addams, assisted the assimilation of immigrants into American society. Information on the Settlement-House Movement may be found on the following websites:

<http://www.nwhm.org/online-exhibits/progressiveera/settlementhouse.html>

http://us.history.wisc.edu/hist102/readings/Sklar_HullHouse.pdf

<http://www.pbs.org/wgbh/americanexperience/features/general-article/eleanor-progressive/>

Guide students through a reading selection on settlement houses, stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content.

Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned compared to what they actually learned.

Have students look at photos of Jane Addams and the activities and services that were offered to Chicago's poor. Information and primary source photographs concerning Jane Addams and Hull House may be found on these websites:

Pictures of Hull House, Jane Addams, immigrants, and Chicago:

<http://castle.eiu.edu/wow/classes/fa07/japictures.html>

Information on Hull House (click on the "history" tab):

<http://www.uic.edu/jaddams/hull/urbanexp/contents.htm>

Advertisement for Hull House:

http://www.google.com/imgres?q=jane+addams+hull+house&um=1&hl=en&safe=active&sa=N&rlz=1T4ADFA_enUS388US400&tbm=isch&tbnid=82oVxw_x_F4UAM:&imgrefurl=http://ecrp.uiuc.edu/v2n1/bhavnagri.html&docid=ECi1d0No9kQzM&w=354&h=528&ei=qiJyToevIMjngQeAmrSNBQ&zoom=1&iact=hc&vpx=1049&vpy=235&dur=547&hovh=274&hovw=184&tx=119&ty=150&page=1&tbnh=134&tbnw=89&start=0&ndsp=27&ved=1t:429,r:12,s:0&biw=1280&bih=757

Have students create collages in which they depict the activities and services that were available for city dwellers in the ghettos. Encourage the use of markers, colored pencils, and computer graphics to visually enhance the collages.

Conduct a show-and-tell session in which students explain their collages. Students should be able to describe the services and activities offered by settlement houses to the poor city dwellers. Display the collages in the classroom.

Activity 11: Social Darwinism (GLEs: US.1.1, US.1.5, US.2.6; CCSS: RH.11-12.2, RH.11-12.4, RH.11-12.10, WHST.11-12.4)

Materials List: primary and/or secondary sources (textbooks, encyclopedias, Internet access optional) on the topic of Social Darwinism, copies of selected plot summaries of Horatio Alger's novels (see link in activity)

Discuss with students the principles and philosophy of Social Darwinism with an emphasis placed on the economic perspective that it used to justify laissez faire in the market. Social Darwinist economists believed that free competition, without government interference or regulation, would ensure the survival of the fittest industries and businesses.

Place students in groups and have them read summaries from the works of Horatio Alger, Jr. Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to identify the plot of the story, words or phrases used that would be considered uncommon today or would mean something different, tell how they would explain the story to someone who was completely unfamiliar with it, and describe how the main character rises to good fortune (see the Horatio Alger Novel Summary BLM and the sample below).

Horatio Alger, Jr. novel plots summaries may be found on this website:

<http://www.lib.rochester.edu/camelot/cinder/Horatiomain.htm>

Date:	Title of the Horatio Alger Novel :
What is the plot of the Horatio Alger novel?	

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.

Discuss with students why it is important to read texts that were written during a particular time in history. Ask students:

- What words or phrases were used that would be considered uncommon today or would mean something different?
- Explain how the main character rises to good fortune.
- List examples of struggles that the main character endured.

Have students work individually, using the questions and answers from their split-page notes, to rewrite the plot summary using only modern terminology to demonstrate their understanding of the differing terminology in different historical periods in their *learning log* ([view literacy strategy descriptions](#)).

In a culminating activity, hold a class discussion in which students share their plot summaries.

Activity 12: Political Machines (GLEs: US.1.2, US.1.4, US.1.5, US.2.6; CCSS: RH.11-12.1, RH.11-12.9)

Materials List: Goals and Queries for QtC BLM, primary and secondary sources (textbooks, encyclopedias, Internet access-optional) on the topic of political machines in the late 1800s, political cartoons of Thomas Nast on political machines and current political cartoons (see links in activity)

Have a discussion in which students activate and build on background knowledge concerning political machines and political bosses. Students' attention should be directed to the emergence of the political machines that seized control of the local government in New York during the late 1800s. Special attention should be focused on Tammany Hall, the New York City's Democratic political machine.

Using books, encyclopedias, and reliable Internet resources, have students work in pairs to research political machines, political bosses, and the relationship of these machines to immigrants.

Students will use *questioning the content* (QtC) ([view literacy strategy descriptions](#)) as they read and research the content covering political machines, political bosses, and their relationships with immigrants. The QtC process teaches students to use a questioning process to construct meaning of the content and to think at higher levels about the content that they are reading. The role of the teacher is to act as a facilitator, guide, initiator, and responder.

Make a poster that displays the types of questions that students are expected to ask.

Model the questions while encouraging students to ask their own. These questions may be printed on a handout, poster, or projected on the board. Students should have access to the questions whenever they are needed. See the Goals and Queries for QtC BLM and the sample below.

Goal	Query
Initiate Discussion	What is the content about? What is the overall message? What is being talked about?

Model the *QtC* process with the students while using a content source from the day's lesson. Demonstrate how the *QtC* questions can be asked in ways that apply directly to the material is being read and learned.

Have students work in pairs to practice *questioning the content* together. Monitor and provide additional clarification as needed. The goal of *QtC* is to make questioning the content or author an automatic process for students to do on their own.

In a culminating activity, hold a class discussion in which students describe their experience with *QtC* and explain what they learned about political machines, political bosses, and the relationship of these machines to immigrants.

Have students view and discuss the political cartoons of Thomas Nast that address "Boss" William M. Tweed, Tammany Hall, and the Tweed Ring. Thomas Nast cartoons may be found at the following websites:

<http://cartoons.osu.edu/nast/tweed.htm>

http://www.google.com/search?q=thomas+nast+cartoons+of+boss+tweed&hl=en&rlz=1T4GGIH_enUS271US304&prmd=imvnso&tbn=isch&tbo=u&source=univ&sa=X&ei=dKuHTujyC4bniALi2e2uDA&ved=0CEwQsAQ&biw=1280&bih=748

To conclude this activity, have students compare the "Boss" Tweed political cartoons of Thomas Nast and the political cartoons of today's politicians. Discuss the use of propaganda techniques used in political cartoons. Current political cartoons may be found at this website: <http://www.cagle.com/politicalcartoons/>.

Have students create their own political cartoons of a current politician. Conduct a show-and-tell session in which students explain their political cartoons and any propaganda techniques used in the cartoon. The following website allows students to create their own political cartoons: <http://www.makebeliefscomix.com/>.

Activity 13: Rapid Industrialization and Reform Legislation (GLE: US.2.6; CCSS: RH.11-12.2, WHST.11-12.4)

Materials List: Reform Legislation BLM, primary and/or secondary sources (textbooks, encyclopedias, Internet access optional) on the topic of reform legislation between 1870 and 1920

Use primary and/or secondary sources (books, encyclopedias, and reliable Internet resources) and have students work in pairs to research the problems caused by rapid industrialization and the reform legislation enacted to address the problems. Research should center on the plight of the workers in the growing monopolistic industries and the government's response through the enacting of the Sherman Anti-Trust Act, Clayton Act, and the Federal Reserve Act. Special attention should be placed on the strengths and weaknesses of each act. Students will use a *graphic organizer* ([view literacy strategy descriptions](#)) to identify important information concerning each of the reform acts (see Reform Legislation BLM and the sample below).

Act	Important Information	Government's Response
Sherman Anti-Trust Act (1890)	<i>Company had to interfere with "restraint of trade" Act was weakly worded and hard to enforce</i>	<i>Laissez-faire attitude Placate growing dissention</i>

Information on the following reform acts may be found on these websites:

Sherman Anti-Trust Act (1890):

<http://www.ourdocuments.gov/doc.php?doc=51>

<http://teachingamericanhistory.org/library/index.asp?document=1200>

Clayton Anti-Trust Act 1914:

<http://teachingamericanhistory.org/library/index.asp?document=488>

Federal Reserve Act 1913:

<http://www.historycentral.com/documents/federalreserve.html>

<http://www.federalreserveeducation.org/about-the-fed/history/>

In a culminating activity, hold a class discussion in which students share their findings and evaluate the three reform acts. Have students write a summary in which they explain how these reform measures have affected American businesses and consumers. Have students share their summaries with the class.

Sample Assessments

General Guidelines

- Students should be monitored on all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments to determine student comprehension should be used consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom's taxonomy
 - EOC-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments

- Activity 4: Students will create a *graphic organizer* ([view literacy strategy descriptions](#)) in which they identify the industrial giants, the industries (trusts) that they controlled, and the impact that these industries had on society (see Industrial Giants BLM and the sample below). The chart should be assessed using pre-determined criteria distributed to students before they begin working on the chart.

Industrial Giants

Industrial Giant	Industry Controlled	Impact of the Industry on Society	Other Important Information Learned
Andrew Carnegie			

- Activity 8: Students will use *RAFT writing* ([view literacy strategy descriptions](#)) to write a newspaper article in which they describe a reporter's visit to Ellis Island or Angel Island during the late 1890s. The reporter will interview an immigrant to

find out his or her geographic origin, motivations for immigrating to the United States, and describe their experiences at the immigration station (see the RAFT Interview BLM and the sample below). The RAFT should be assessed using pre-determined criteria distributed to students before the RAFT is written.

RAFT Interview

Role	Audience	Format	Topic
Regional newspaper reporter in the 1890s	Subscribers	Newspaper article	Interview with an immigrant at Ellis Island or Angel Island

- Activity 10: Students will respond to a photograph of a ghetto or a room in a tenement house by writing a short essay in which they describe the living conditions that are depicted. Students will explain the causes of the late nineteenth century urbanization of the United States and describe its impact on housing and public health. Essays should be assessed according to established criteria distributed to students before the essay is written.