



# Rigorous Curriculum Design

## Unit Planning Organizer



checked 10/15 for printing

<b>Subject:</b>	US History		<b>Grade:</b>	11 <sup>th</sup> US History
<b>Unit Number:</b>	3	<b>Unit Name:</b>	Industrialism and Progressivism	
<b>Unit Length</b>	Days: 20 Days (Buffer Imbedded)		Mins / Day: 55 mins	
<b>Unit Synopsis</b>	<p>Focuses on</p> <ul style="list-style-type: none"> <li>• Industrialism</li> <li>• Social Darwinism</li> <li>• Focus on Workplace conditions <ul style="list-style-type: none"> <li>○ Sinclair's The Jungle</li> <li>○ Lacking Safety and sanitation</li> <li>○ Muckrakers</li> </ul> </li> <li>• Corruption in Politics <ul style="list-style-type: none"> <li>○ Political Machines</li> <li>○ Tweed/Nast</li> <li>○ Tammany Hall</li> <li>○ Impacts on Immigrants in Cities</li> </ul> </li> <li>• Problems in Large Cities <ul style="list-style-type: none"> <li>○ Immigrants and Religious Persecution <ul style="list-style-type: none"> <li>▪ Irish/Catholics</li> <li>▪ Asians</li> </ul> </li> <li>○ Sanitation</li> <li>○ Social Gospel <ul style="list-style-type: none"> <li>▪ Hull House</li> </ul> </li> </ul> </li> <li>• Progressive Policies <ul style="list-style-type: none"> <li>○ Theodore Roosevelt</li> <li>○ Election Reforms</li> <li>○ Pure Food and Drug Act</li> <li>○ 16<sup>th</sup> Amendment</li> </ul> </li> </ul> <p>Secondary Focus</p> <ul style="list-style-type: none"> <li>• Changing American Landscape</li> <li>• Growing industrial Influence</li> </ul>			

	Current History Standards	Common Core Literacy Standards
Priority Standards	<p>11.2.1 - Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's <i>The Jungle</i>.</p> <p>11.2.4 - Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.</p> <p>11.2.5 - Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.</p> <p>11.2.9 - Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt).</p>	<p><b>READING 11-12.2</b> - 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.</p> <p><b>READING 11-12.6</b> – Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.</p> <p><b>WRITING 11-12.1</b> – Write arguments focused on discipline specific content.</p> <p><b>WRITING 11-12.9</b> - Draw evidence from informational texts to support analysis, reflection and research.</p>

	Current History Standards	Common Core Literacy Standards
Supporting Standards	<p>11.2.2 - Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.</p> <p>11.2.3 - Trace the effect of the Americanization movement.</p> <p>11.2.6 - Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.</p> <p>11.2.7 - Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).</p> <p>11.2.8 - Examine the effect of political programs and activities of Populists.</p> <p>11.3.2 - Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.</p> <p>11.6.5 - Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.</p>	
Target ELD Standards	<p><b>Collaborative: #1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.</b></p> <p><b>Interpretive: #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</b></p> <p><b>Productive: #10 Writing literacy and informational texts to present, describe and explain ideas and information using appropriate technology.</b></p>	

## Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor )	Depth of Knowledge (Target for Unit Mastery)
Know Historical Knowledge	<p>Living Conditions</p> <ul style="list-style-type: none"> <li>• Overcrowded Cities</li> <li>• Tenements</li> <li>• Disease</li> </ul> <p>Working Conditions</p> <ul style="list-style-type: none"> <li>• Long hours</li> <li>• Low Pay</li> <li>• Dangerous Conditions</li> </ul> <p>Working Conditions for Women</p> <p>The Jungle</p> <ul style="list-style-type: none"> <li>• Portrayal of Working Conditions</li> </ul>	Level 1: Remember	Level 1: Recall and Reproduction
<p>Analyze effect of Political Machines</p> <p>Analyze the responses to Political Machines</p>	<p><b>Political Machines</b></p> <ul style="list-style-type: none"> <li>• Political Machines – Local Level <ul style="list-style-type: none"> <li>○ Leads to Progressive Movement being more of a local movement.</li> </ul> </li> <li>• Graft</li> <li>• Tammany Hall</li> <li>• Boss Tweed</li> <li>• Role of Immigrant in a Political Machine <ul style="list-style-type: none"> <li>○ Immigrant voted the way the machine wanted in return for services.</li> </ul> </li> <li>• What does political machine do for the immigrant? <ul style="list-style-type: none"> <li>○ Jobs, housing, sense of worth as newcomers</li> </ul> </li> <li>• Response of Middle Class Reformers <ul style="list-style-type: none"> <li>○ New forms of City Government</li> <li>○ Pendleton Act</li> </ul> </li> </ul>	Level 4: Analyze	Level 3: Strategic Reasoning/Reasoning

Discuss	<p>Corporate Mergers</p> <ul style="list-style-type: none"> <li>• Trusts</li> <li>• Monopolies</li> <li>• Vertical Integration <ul style="list-style-type: none"> <li>○ Andrew Carnegie</li> </ul> </li> <li>• Horizontal Integration <ul style="list-style-type: none"> <li>○ John D. Rockefeller</li> </ul> </li> <li>• Sherman Antitrust Act</li> </ul> <p>Industrial Leaders Political/Economic Policies</p> <ul style="list-style-type: none"> <li>• Social Darwinism</li> <li>• Gospel of Wealth/Carnegie</li> <li>• Laissez-Faire Capitalism</li> </ul>	Level 2: Understand	Level 2: Skills and Concepts
Understanding cause and effect	<p>Effects of Political Programs/Activities of Progressives</p> <ul style="list-style-type: none"> <li>• Settlement House Movement</li> <li>• Jane Addams</li> <li>• US Children's Bureau</li> <li>• Triangle Shirtwaist Fire/ Safer workplace laws, worker's compensation</li> <li>• Commission form of city government</li> <li>• City Manager/Commission</li> <li>• Direct Primary</li> <li>• initiative</li> <li>• Referendum</li> <li>• Recall</li> <li>• 16th amendment - Income Tax</li> <li>• 17th amendment - Direct Election of Senators</li> <li>• Robert La Follette <ul style="list-style-type: none"> <li>○ Wisconsin - "laboratory of democracy"</li> </ul> </li> <li>• Hiram Johnson <ul style="list-style-type: none"> <li>○ Broke power of railroad in CA</li> <li>○ direct primary, initiative, referendum, recall</li> </ul> </li> </ul> <p>Theodore Roosevelt</p> <ul style="list-style-type: none"> <li>• Square Deal</li> <li>• Strikes/Department of Commerce and Labor</li> <li>• ICC <ul style="list-style-type: none"> <li>○ Hepburn Act</li> </ul> </li> <li>• trustbuster</li> <li>• Jungle/Meat Inspection Act</li> </ul>	Level 2: Understand	Level 2: Skills and Concepts

	<ul style="list-style-type: none"> <li>• Pure Food and Drug Act</li> <li>• "Rational" Use of natural resources</li> <li>• National Reclamation Act</li> <li>• New Nationalism</li> <li>• Progressive Party/Bull Moose Party <ul style="list-style-type: none"> <li>○ Significant Third Party - Leads to election of Woodrow Wilson because Republican Party is split.</li> </ul> </li> </ul> <p>Wilson's New Freedom</p> <ul style="list-style-type: none"> <li>• Wilson's New Freedom</li> <li>• 16th amendment</li> <li>• Federal Reserve Act</li> <li>• Federal Trade Commission</li> <li>• Clayton Antitrust Act</li> </ul>		
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**Learning Progressions of Skills and Concepts**

<b>Priority History Standard</b>	11.2.1 - Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's The Jungle.		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
N/A	11.2.2 - Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's The Jungle.	N/A	
<b>Priority History Standard</b>	11.2.4 - Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
N/A	11.2.4 - Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.	N/A	

<b>Priority History Standard</b>	11.2.5 - Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
N/A	11.2.5 - Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.	12.3.1 (Economics) – Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.	
<b>Priority History Standard</b>	11.2.9 - Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt).		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
N/A	11.2.9 - Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt).	N/A	
<b>Literacy Standard</b>	READING 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.		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
READING 9-10.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.	READING 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.	N/A	
<b>Literacy Standard</b>	READING 11-12.6 – Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
READING 9-10.6 – Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	READING 11-12.6 – Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.	N/A	

Literacy Standard	WRITING 11-12.1 – Write arguments focused on discipline specific content.	
Previous Grade	Current Grade	Next Grade
WRITING 9-10.1 – Write arguments focused on discipline specific content.	WRITING 11-12.1 – Write arguments focused on discipline specific content.	N/A

<i>Essential Questions</i>	<i>Corresponding Big Ideas</i>
<p>What effect does industrialization have on America?</p> <p>What effect does mass immigration have on America?</p>	<ol style="list-style-type: none"> <li>1. Industrialization transforms American society in a positive way but, also presents numerous problems that need to be addressed.</li> <li>2. Mass immigration is a subject rooted in the foundations of America but, it is a controversial topic that requires society's attention.</li> </ol>

Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
<ul style="list-style-type: none"> <li>• Unions</li> <li>• Collective Bargaining</li> <li>• Strike</li> <li>• Immigration</li> <li>• Urbanization</li> <li>• Race</li> <li>• Ethnicity</li> <li>• Social Class</li> <li>• Reservation</li> <li>• Americanization</li> <li>• Reform</li> <li>• Corporation</li> <li>• Merger</li> <li>• Trust</li> <li>• Cartel</li> <li>• Monopoly</li> <li>• Regulation</li> <li>• Ideology</li> <li>• Social Darwinism</li> <li>• Progressives</li> <li>• Nationalism</li> <li>• Civil</li> <li>• Social</li> <li>• Work Ethic</li> </ul>	<ul style="list-style-type: none"> <li>• Industrialization</li> <li>• Steel</li> <li>• Railroads</li> <li>• Andrew Carnegie</li> <li>• John D. Rockefeller</li> <li>• Social Darwinism</li> <li>• Robber barons</li> <li>• Captains of industry</li> <li>• Horizontal integration</li> <li>• Vertical integration</li> <li>• Monopoly</li> <li>• Trust</li> <li>• Exploitation</li> <li>• Unions</li> <li>• Scabs</li> <li>• Knights of Labor</li> <li>• Steerage</li> <li>• Quarantine</li> <li>• Ellis Island</li> <li>• Angel Island</li> <li>• Culture shock</li> <li>• Nativism</li> <li>• Americanization</li> <li>• Tenements</li> </ul>



- Tolerant
- Theology
- Fundamentalism
- Temperance

- Urban problems
- Social Gospel Movement
- Political machine
- Political boss
- Election fraud
- Graft
- Spoils system
- Patronage
- Progressivism
- Injustice
- Corruption
- Muckrakers
- Jacob Riis
- Upton Sinclair
- "The Jungle"
- Social Gospel
- Jane Addams
- Settlement house
- Florence Kelley
- Triangle Shirtwaist Factory Fire
- Direct primary
- Initiative
- Referendum
- Recall
- Temperance movement
- Margaret Sanger
- Suffragists
- Carrie Chapman Catt
- Nineteenth Amendment
- Civil disobedience
- Plessy v. Ferguson
- Booker T. Washington
- WEB DuBois
- Niagara Movement
- NAACP
- Anti-defamation League
- Teddy Roosevelt
- Square Deal
- Pure Food and Drug Act
- FDA
- Meat Inspection Act
- Conservation
- Bully pulpit
- Trustbusting
- Sherman Antitrust Act
- William Howard Taft
- Woodrow Wilson
- New Freedom
- Sixteenth Amendment
- Federal Reserve Act
- Federal Trade Commission
- Clayton Antitrust Act

**Resources for Vocabulary Development (Strategies, Routines and Activities)**

Please see Teacher Toolbox

Unit Assessments	
Pre-Assessment	Post-Assessment
Test Description: Total of 5 questions of varied rigor, looking at prior knowledge and reading comprehension skills  EADMS Test Id: 211485	Test Description: Total of 6 questions where students may demonstrate their content knowledge and their literacy skills  EADMS Test Id: 213299
Scoring Guides and Answer Keys	
Please see Teacher Toolbox	Please see Teacher Toolbox
Assessment Differentiation	
<b>Students with Disabilities</b>	Reference IEP <i>Accommodations</i> Please refer to the student's individual IEP.  <i>Modifications</i> Please refer to the student's individual IEP.

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
<p>Description: DBQ Simulation on Progressivism: Where Will You Put Your Million Dollars?</p> <p>In groups, students will be given a hypothetical million dollars. Their job is to decide how that million dollars is to be spent on different Progressive programs and issues. They will use their knowledge of problems created by industrialization and immigration, the documents from the DBQ Project and their instruction regarding Progressivism in order to decide what issues need money the most. They will then present their budget and justifications to the class and participate in a class debate or discussion using evidence to justify their statements and convince the class to go along with their plan.</p>		<p>Days: 5-6</p> <p>Minutes/Day: 55</p>
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1: Modern Inventions and Industrialization	<p>Students, individually or in groups, analyze the significance of the various inventors and inventions introduced during the Industrial Era using one of the following possible activities:</p> <ul style="list-style-type: none"> <li>• Significance and Effect Graphic organizer</li> <li>• Structured Discussion on Significance and Effects of inventions</li> </ul> <p>(Teacher's Choice)</p>	<p>Days: 2-3</p> <p>Minutes/Day: 55</p>
Task 2: Carnegie DBQ (modified to 3 paragraphs)	<p>Students will complete the source readings, document analysis, thrash out and writing for the DBQ that asks the question: Was Carnegie a hero?</p>	<p>Days: 3-4</p> <p>Minutes/Day: 55</p>
Task 3: SHEG Document Analysis regarding unions	<p>Students will analyze one of the following questions regarding the rise and activities of unions during the era:</p> <ul style="list-style-type: none"> <li>• Why did the Homestead Strike turn violent?</li> <li>• How did Chicago newspapers cover the Pullman strike?</li> </ul> <p>(Teacher's Choice)</p>	<p>Days: 3-4</p> <p>Minutes/Day: 55</p>
Task 4: Immigration/ Industrialization Comic Strip or Short Story using content vocabulary	<p>Students will complete a creative short story or comic strip that integrates the essential vocabulary to describe:</p> <ul style="list-style-type: none"> <li>• the immigration journey/process</li> <li>• issues of urbanization and overcrowding in cities</li> <li>• industrialization and labor</li> <li>• corruption in city government</li> </ul> <p>(sample writeup in the Teacher Toolbox)</p>	<p>Days: 4-5</p> <p>Minutes/Day: 55</p>
<b>Interdisciplinary Connections</b>		

## Scoring Rubric

Please see Teacher Toolbox

21<sup>st</sup> Century Skills

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Creativity and Innovation<br><input checked="" type="checkbox"/> Critical Thinking and Problem Solving<br><input checked="" type="checkbox"/> Communication and Collaboration<br><input type="checkbox"/> Flexibility and Adaptability<br><input type="checkbox"/> Globally and Financially Literate<br><input checked="" type="checkbox"/> Information and Media Literacy | <input type="checkbox"/> Initiative and Self-Direction<br><input checked="" type="checkbox"/> Social and Cross-Cultural Skills<br><input type="checkbox"/> Productivity and Accountability<br><input type="checkbox"/> Leadership and Responsibility<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____ |
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**Connections between 21<sup>st</sup> Century Skills, CCCSS, and Unit Overview:**

from P21 and Costa & Kallick, 2008, <http://www.p21.org/about-us/p21-framework>

## Authentic Performance Task 1

<b>Task Description</b>	Modern Inventions and Industrialization <ul style="list-style-type: none"> <li>• Significance and effect Graphic Organizer</li> <li>• Significance and Effect Debate (Teacher Choice)</li> </ul>	<b>Suggested Length</b>	Days: 2-3 Minutes/Day: 55
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	11.2.1 - Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's The Jungle.		
	<b>Supporting Standard(s)</b>		
	11.2.2 - Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.		
	<b>Target ELD Standard(s)</b>		
<b>Essential Question(s)</b>	What effect does industrialization have on America?		
<b>Big Idea(s)</b>	1. Industrialization transforms American society in a positive way but, also presents numerous problems that need to be addressed.		
<b>Bloom's</b>	<b>DOK</b>	<b>Scoring Rubric</b>	
		Please see Teacher Toolbox	

**(Suggested Instructional Strategies and Tasks)**

After instruction on industrial inventions and their effects, students will complete one of the following activities.

**Suggested Activity 1: Event Map/Graphic Organizer**

Students can work individually or in groups to create an event map or graphic organizer investigating an invention or inventor that revolutionized manufacturing in the United States in the mid to late 1800s. Their presentation of the information (written or oral) must also include the long term effects (social and/or economic) of the item or person they researched. (A sample graphic organizer is in the toolbox.)

**Suggested Activity 2: Create a digital presentation**

Students can work individually or in groups to create a digital presentation (i.e. PowerPoint) in an effort to highlight their specific invention or inventor that revolutionized manufacturing in the United States in the mid to late 1800s. Their presentation of the information must also include the long term effects (social and/or economic) of the item or person they researched.

Teaching and Learning Sequence

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

Please see Teacher Toolbox

Resources and Materials

**Strategies for Differentiation**

All Students	SWD	ELs	Enrichment
	Reference IEP <i>Accommodations</i>  Please refer to the student's individual IEP.	Emerging  Please see Teacher Toolbox	Please see Teacher Toolbox

	<p><i>Modifications</i></p> <p>Please refer to the student's individual IEP.</p>		
		<p>Expanding</p> <p>Please see Teacher Toolbox</p>	
		<p>Bridging</p> <p>Please see Teacher Toolbox</p>	

<p>Scoring Rubric</p>	<p>Please see Teacher Toolbox</p>
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## Authentic Performance Task 2

<b>Task Description</b>	Carnegie DBQ (modified to 3 paragraphs)  Students will complete the source readings, document analysis, thrash out and writing for the DBQ that asks the question: <i>Was Carnegie a hero?</i>	<b>Suggested Length</b>	<b>Days: 3-4</b>  <b>Minutes/Day:</b> 55
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	11.2.5 - Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.		
	<b>Supporting Standard(s)</b>		
	11.2.6 - Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.  11.2.7 - Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).  11.6.5 - Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.		
	<b>Target ELD Standard(s)</b>		
<b>Essential Question(s)</b>	What effect does industrialization have on America?		
<b>Big Idea(s)</b>	1. Industrialization transforms American society in a positive way but, also presents numerous problems that need to be addressed.		
<b>Bloom's</b>	<b>DOK</b>	<b>Scoring Rubric</b>	



Please see Teacher Toolbox

**(Suggested Instructional Strategies and Tasks)**

After instruction regarding the rise of big business, monopolies, trusts and the various names in big business, students will look at Andrew Carnegie's Gospel of Wealth and discuss the notion of the rich having a responsibility to give to charity and make the world a better place.

Follow the steps outlined in the DBQ on Carnegie. [\(See Teacher Toolbox: Unit 3\)](#)

Hook Exercise

Document Analysis

Pre- Bucketing and Thesis Writing

Thrash Out

Writing (Because of this DBQ's proximity to the previous DBQ, it is suggested that the length of the essay be taken down to 3 paragraphs so that the writing may be done in a single class period and will lessen the amount of time needed to complete the task as well as grade it.)

Teaching and Learning Sequence

<b>Resources and Materials</b>	<p><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <p>Please see Teacher Toolbox</p>
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<b>Strategies for Differentiation</b>
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All Students	SWD	ELs	Enrichment
	<p><b>Reference IEP</b></p> <p><i>Accommodations</i></p> <p>Please refer to the student's individual IEP.</p>	<p><b>Emerging</b></p> <p>Please see Teacher Toolbox</p>	<p>Please see Teacher Toolbox</p>
	<p><i>Modifications</i></p> <p>Please refer to the student's individual IEP.</p>	<p><b>Expanding</b></p> <p>Please see Teacher Toolbox</p>	
		<p><b>Bridging</b></p> <p>Please see Teacher Toolbox</p>	

<b>Scoring Rubric</b>	<p>Please see Teacher Toolbox</p>
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## Authentic Performance Task 3

<b>Task Description</b>	SHEG Document Analysis regarding Unions	<b>Suggested Length</b>	Days: 3-4 Mins/Day: 55
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	11.2.1 - Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's The Jungle.		
	<b>Supporting Standard(s)</b>		
	11.6.5 - Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.		
	<b>Target ELD Standard(s)</b>		
<b>Essential Question(s)</b>	What effect does industrialization have on America?		
<b>Big Idea(s)</b>	1. Industrialization transforms American society in a positive way but, also presents numerous problems that need to be addressed.		
<b>Bloom's</b>	<b>DOK</b>	<b>Scoring Rubric</b>	
		Please see Teacher Toolbox	

Teaching and Learning Sequence	<b>(Suggested Instructional Strategies and Tasks)</b>		
	<p>After instruction regarding standard labor practices and conditions of the Industrial Era, discuss the development and need for unions. Make sure to point out the pros and cons of the unions and the ramifications for workers and business owners.</p> <p>Students will analyze one of the following questions regarding the rise and activities of unions during the era:</p> <ul style="list-style-type: none"> <li>• Why did the Homestead Strike turn violent?</li> <li>• How did Chicago newspapers cover the Pullman strike?</li> </ul> <p>(Teacher's Choice)</p>		
Resources and Materials	<p><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <p style="color: red;">Please see Teacher Toolbox</p>		
<b>Strategies for Differentiation</b>			
	<p><i>Reference IEP Accommodations</i></p> <p style="color: red;">Please refer to the student's individual IEP.</p> <p><i>Modifications</i></p> <p style="color: red;">Please refer to the student's individual IEP.</p>	<p>Emerging</p> <p style="color: red;">Please see Teacher Toolbox</p>	
		<p>Expanding</p> <p style="color: red;">Please see Teacher Toolbox</p>	
		<p>Bridging</p> <p style="color: red;">Please see Teacher Toolbox</p>	
Scoring Rubric	<p style="color: red;">Please see Teacher Toolbox</p>		

## Authentic Performance Task 4

<b>Task Description</b>	Immigration/ Industrialization Comic Strip or Short Story using content vocabulary	<b>Suggested Length</b>	Days: 4-5 Minutes/Day: 55
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p>11.2.1 - Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's <i>The Jungle</i>.</p> <p>11.2.4 - Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.</p> <p>11.2.5 - Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.</p>		
	<b>Supporting Standard(s)</b>		
	<p>11.2.2 - Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.</p> <p>11.2.3 - Trace the effect of the Americanization movement.</p> <p>11.6.5 - Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.</p>		
	<b>Target ELD Standard(s)</b>		
<b>Essential Question(s)</b>	<p>What effect does industrialization have on America?</p> <p>What effect does mass immigration have on America?</p>		
<b>Big Idea(s)</b>	<ol style="list-style-type: none"> <li>1. Industrialization transforms American society in a positive way but, also presents numerous problems that need to be addressed.</li> <li>2. Mass immigration is a subject rooted in the foundations of America but, it is a controversial topic that requires society's attention.</li> </ol>		

Bloom's	DOK	Scoring Rubric	
		Please see Teacher Toolbox	
Teaching and Learning Sequence	<b>(Suggested Instructional Strategies and Tasks)</b>		
	<p>After instruction on the immigration, industrialization and the use of political corruption and political machines, students will complete a culminating activity that brings together their content and creativity. They are to create a short story or comic strip that integrates the essential vocabulary to describe:</p> <ul style="list-style-type: none"> <li>• the immigration journey/process</li> <li>• issues of urbanization and overcrowding in cities</li> <li>• industrialization and labor</li> <li>• corruption in city government</li> </ul> <p>Please see Teacher Toolbox for Lesson Handout</p>		
Resources and Materials	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>Please see Teacher Toolbox</p>		
<b>Strategies for Differentiation</b>			
All Students	SWD	ELs	Enrichment
	<p style="text-align: center;"><i>Reference IEP</i> <i>Accommodations</i></p> <p>Please refer to the student's individual IEP.</p> <p style="text-align: center;"><i>Modifications</i></p> <p>Please refer to the student's individual IEP.</p>	<p style="text-align: center;">Emerging Please see Teacher Toolbox</p> <hr/> <p style="text-align: center;">Expanding Please see Teacher Toolbox</p> <hr/> <p style="text-align: center;">Bridging Please see Teacher Toolbox</p>	Please see Teacher Toolbox
Scoring Rubric	Please see Teacher Toolbox		

## Engaging Scenario

## Detailed Description (situation, challenge, role, audience, product or performance)

## DBQ Simulation on Progressivism: Where Will You Put Your Million Dollars?

In groups, students will be given a hypothetical million dollars. Their job is to decide how that million dollars is to be sent on different Progressive programs and issues. They will use their knowledge of problems created by industrialization and immigration, the documents from the DBQ Project and their instruction regarding Progressivism in order to decide what issues need money the most. They will then present their budget and justifications for the class and participate in a class debate or discussion using evidence to justify their statements and convince the class to go along with their plan.

Refer to the DBQ Binder or to the Teacher Toolbox for handouts and possible activities.

## Strategies for Differentiation

All Students	SWD	ELs	Enrichment
	<p><i>Reference IEP Accommodations</i></p> <p>Please refer to the student's individual IEP.</p> <p><i>Modifications</i></p> <p>Please refer to the student's individual IEP.</p>	<p>Emerging</p> <p>Please see Teacher Toolbox</p> <hr/> <p>Expanding</p> <p>Please see Teacher Toolbox</p> <hr/> <p>Bridging</p> <p>Please see Teacher Toolbox</p>	<p>Please see Teacher Toolbox</p>

Feedback to Curriculum Team

Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?

		Successes	Challenges
Student Perspective			
Teacher Perspective			