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| East Carolina University  HIED 4323/6600  Unit Analysis Map  Course: U.S. History | | | | | | | |
| Unit topic: The Birth of Modern America | | | | | | | |
| Common Core State Standards for this learning segment:  Writing:  Production and Distribution of Writing:   * Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   Reading:  Key Ideas and Details:   * Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. * Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. * Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. | | | | | | | |
| NC Essential Standards for this learning segment: AH2.H.3  Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time. | | | | | | | |
| Previous knowledge needed:  The effect of Railroads on the country  Housing styles before urbanization  Understanding of what a primary and secondary source is | | | | Previous skills needed:  Basic writing skills  Basic reading skills  Ability to analyze a primary source  Analytical skill POEM (People, Objectives, Emotions, Message) | | | |
| Summative assessment:  Students will create a tri-fold pamphlet describing “The Birth of Modern America.” Students will have to include new inventions of the time period, the new immigrant, and how housing has improved evolving the nation into the beginning of Modern America. | | | | | | | |
| Lesson | 1. Lesson topic 2. Lesson essential question 3. Specific common core/essential standard | | | | Lesson instructional activities | | Formative assessments: |
| Lesson 1 | A) New Inventions and Industry  B) How do the new inventions of Modern America change the industry of business?  C)   * Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * Reading: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. * ES: AH2.H.2.2 Evaluate key turning points since the end of Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, **innovations,** leadership, movements, Supreme Court decisions, etc.). | | | | Students will learn new material via Smart-Board active presentation. The students will have their own handouts of the notes to follow along with and add additional notes and highlight with.  For activity students will pick an invention and then create an advertisement for the specific invention. | Invention Advertisement | |
| **Lesson one vocabulary**  **Edwin L. Drake, Bessemer process, Thomas Alva Edison, Christopher Sholes, Alexander Graham Bell**  **Transcontinental Railroad, George M. Pullman, Credit Mobilier, *Munn v Illinois,* Interstate Commerce Act**  **Andrew Carnegie, Vertical Integration, Horizontal Integration, Social Darwinism, John D. Rockefeller, Sherman Antitrust Act, Samuel Gompers, American Federation of Labor (AFL)**  **Eugene V. Debbs, Industrial Workers of the World (IWW), Mary Harris Jones** | | **Lesson one language functions:**  **Analyze, Evaluate, Construct, Describe, Identify, Interpret** | | **Lesson one discourse** | | **Lesson one syntax:**  **Audience, sentences, main idea, purpose** | |
| **Planned differentiation using Gardner’s Multiple Intelligences:**  **Visual Spatial, Visual Linguistic, Existential** | | | | | | | |
| Lesson 2 | A) The New Immigrant  B) How did the new inventions of Modern America lead to the increase of immigrants and how will that effect how people live?  C)   * Reading: Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. * Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. * ES: AH2.H.3.2 Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the United States since the end of Reconstruction (e.g., gold rush, destruction of the buffalo, reservations, ethnic neighborhoods, etc.). | | | | Students will learn new material via Smart-Board active presentation. The students will have their own handouts of the notes to follow along with and add additional notes and highlight with.  Students will be analyzing primary sources in the form of pictures to understand and examine the experiences of New Immigrants and their new lifestyles in Modern America. |  | |
| **Lesson two vocabulary**  **Ellis Island, Angel Island**  **Melting Pot, Nativism,**  **Chinese Exclusion Act**  **Gentleman’s Agreement** | | **Lesson two language functions:**  **Analyze, Compare and Contrast, Evaluate, Examine, Identify, Evaluate** | | **Lesson two discourse:**  **Primary Source, Secondary Source** | | **Lesson two syntax** | |
| **Planned differentiation using Gardner’s Multiple Intelligences:**  **Visual Spatial, Visual Linguistic, Existential** | | | | | | | |
| Lesson 3 | A) Urbanization B) How did modern inventions increase the population and change the living style of the Modern American?  C)   * Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * Reading: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.   ES: USH.H.3.3   * Explain the roles of various racial and ethnic groups in settlement and expansion since Reconstruction and the consequences for those groups (e.g., American Indians, African Americans, Chinese, Irish, Hispanics and Latino Americans, Asian Americans, etc.). | | | | Students will learn new material via Smart-Board active presentation. The students will have their own handouts of the notes to follow along with and add additional notes and highlight with.  Students will use cooperative learning in small groups to create a pamphlet encouraging foreigners to come and visit or move to the new Modern America because of the new inventions and lifestyle improvement that has occurred. | Modern America Brochure | |
| **Lesson three vocabulary**  **Urbanization, Americanization Movement**  **Tenement, Mass Transit**  **Social Gospel Movement**  **Settlement house, Jane Addams** | | **Lesson three language functions:**  **Analyze, Evaluate, Construct, Describe, Identify, Interpret** | | **Lesson three discourse** | | **Lesson three syntax:**  **Audience, sentences, main idea, purpose** | |
| **Planned differentiation using Gardner’s Multiple Intelligences:**  **Interpersonal, Visual Spatial, Visual Linguistic, Existential** | | | | | | | |
| **Brainstorm Learner Needs** | | | | | | | |
| **Possible Barriers** | | | **Possible Solutions** | | | | |
| Student Attention | | | If needed students will sit at the front of the class to maintain engagement and attention. | | | | |
| Struggling Readers | | | Students will be provided with an extensive explanation of instructions followed by an example. When needed a cooperative partner will be provided to read and complete assignments. | | | | |
| ESL Students | | | In class students have cooperative learning partners with mixed abilities to aid them in their assignments and in class material. | | | | |

Appendix A: Content Outline

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| I. New Inventions and Industry  A. New Inventions   * Edwin L. Drake in 1859 used a steam engine to drill for oil * Oil boom created, lead to a new industry * Coal and Oil production increased * The Bessemer process was invented to inject air and remove impurities and carbon in iron (Iron is used for steel) * Uses for Steel   + Railroads, New construction, Brooklyn Bridge, Skyscrapers * Thomas Edison invented the first light bulb and first system to distribute light * Electric power manned machines🡪 time saving machines * Industry plants could go anywhere not just near sources of power * Christopher Shoes invented the typewriter * Alexander Graham Bell invents the telephone   + Created new jobs for women   + The South did not benefit much from this, still recovering, had little money * Expanded migration, industry movement * First Transcontinental RR where the Central Pacific and Union Pacific RR met in Utah * Employed Chinese immigrants, Irish workers, desperate Civil War veterans   + Poor working conditions with diseases and accidents   + Increased the iron, coal, lumber, and glass industries   + New towns and new markets (increased trade)   B. Government Action   * *Munn v Illinois* upheld the Granger Laws of RR regulation by the states * Later the Supreme Court ruled that states could not set rates for the RR (violated interstate commerce) * Established an Interstate Commerce Commission where the federal government would oversee the RR * Not until 1906 did the ICC get the power they needed to over see the RR   C. Big Business   * 1899 the Carnegie Steel Company was created * He creates vertical integration * He creates horizontal integration * Rockefellers Standard Oil Company produced 2-3$ of oil, and 90% of the refining business * Received a lot of profits because his employees were paid very low wages * Drove his competitors out of business by selling under them, then increased his prices * Called robber barons * Government was concerned that free competition was being stopped   E. Strikes   * Great Strike of 1877   + Baltimore and Ohio RR (B&O) workers protested their 2nd wage cut   + Federal Troops end the strike, workers were interfering with interstate commerce * The Haymarket Affair   + - Police fired at the workers, 7 police and some workers died     - Many turn against the labor movement after this * Homestead Strike * 3 detectives and 9 workers dead * The strike loses support and falls to the company * Pullman Company created RR cars * Pullman Company laid off more than 3,000 and cut wages of 2,800 after Panic of 1893 * Wages were cut but the cost of housing had not decreased   II. The New Immigrants  A. New Immigrant   * The come for different reasons (escape difficult conditions, religious or political persecution, for a new start, rising populations) * 20 mil Europeans from 1870-1920 * 300,000 Chinese from 1851-1883   + Come for gold, build the RR, farm, some started businesses   + Mexicans immigrate as well to work new farmland   B. The Immigrant Experience   * Europeans would come into Ellis Island * Asians would come through Angel Island * Experience were different from each area * They then have to find somewhere to live and get a job   C. Treatment of Immigrants   * “Good Countries” British, Scandinavian, German, (progressive, energetic, free) * “Bad Countries” Slav, Latin, Asiatic, (down trodden and stagnant” * Literacy tests, had to be able to read at least 4o words in English or their own language (This legislation doesn’t pass but it shows how the public felt) * Chinese Exclusion Act * Gentlemen's Agreement was between U.S. and Japan   III. Challenges of Urbanization  A. Urbanization   * Urbanization was the rapid growth of cities * Immigrants were moving to cities, jobs, and cheapest living areas * Americanization Movement: the effort to assimilate the new immigrants * Schools and associations created to teach immigrants to be American (eating, living, watching, listening, living, social etiquette) * Ethnic communities were a place of support * Tenement house   + - Cramped conditions     - Wall to wall housing     - Large numbers of people living in a small area     - Little to no sanitation   B. Transportation and Water   * Mass transit invented allowing large numbers of people to move from area to area (ex. Streetcars, subways) * Safe drinking water was in large demand with little supply * Inadequate piped water, if any pipes at all * No indoor plumbing * Water collected in pails * Disease such as typhoid and cholera were an issue * Horse manure in the streets * Sewage in the gutters * Factories produced smoke * No trash collection, dumped in the streets * Sewer lines and Sanitation departments are created, but they still have their work cut out for them * Major fires occurred in the cities (close quarters with no water) * Kerosene and candles were used in wooden homes * Full time firefighters develop   C. Social Gospel Movement   * Social Gospel Movement: salvation through service to the poor * Settlement houses: community centers to provide aid, mostly to immigrants * Run by middle class women providing educational, cultural, and social services * Jane Addams and Ellen Gates Starr found Chicago’s Hull House, a settlement house |

Appendix B: Academic language (vocabulary and language functions)

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| **Key learning segment vocabulary:**  Edwin L. Drake, Bessemer process, Thomas Alva Edison, Christopher Sholes, Alexander Graham Bell, Transcontinental Railroad, George M. Pullman, Credit Mobilier, *Munn v Illinois,* Interstate Commerce Act, Andrew Carnegie, Vertical Integration, Horizontal Integration, Social Darwinism, John D. Rockefeller, Sherman Antitrust Act, Samuel Gompers, American Federation of Labor (AFL), Eugene V. Debbs, Industrial Workers of the World (IWW), Mary Harris Jones, Ellis Island, Angel Island, Melting Pot, Nativism, Chinese Exclusion Act, Gentleman’s Agreement, Urbanization, Americanization Movement, Tenement, Mass Transit, Social Gospel Movement, Settlement house, Jane Addams  **Learning segment language functions:**  Analyze, Evaluate, Construct, Describe, Identify, Interpret, Compare and Contrast, Examine  **Learning segment discourse language:**  Primary Source, Secondary Source  **Learning segment syntax demands:**  Audience, sentences, main idea, purpose |