

Course: U.S. History I
Unit #6: Gilded Age

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

New Jersey ELA Standards

(<https://www.state.nj.us/education/cccs/2016/ela/g1112.pdf>)

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as

needed.

New Jersey Core Curriculum Content Standards 21st Century Life and Careers
(<http://www.state.nj.us/education/cccs/2014/career/9.pdf>)

Standards:

- 9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a career choice.
- 9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.
- 9.1.12.A.13 Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
- 9.1.8.B.4 Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth. 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions. 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.1.12.C.7 Analyze the rights and responsibilities of buyers and sellers under consumer protection laws
- 9.1.12.D.12 Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.
- 9.1.12.F.3 Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

12 Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Unit Standards:

2014 NJCCC Standard(s), Strand(s)/CPI # (<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>)

6.1.12.A.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.B.5.a Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.C.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

6.1.12.C.5.b Compare and contrast economic development of the North, South, and West in the post-Civil War period.

6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.

6.1.12.C.6.b Determine how supply and demand influenced price and output during the Industrial Revolution.

6.1.12.B.6.b Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

Transfer Goal(s): Students will be able to independently use their learning to evaluate the impact that immigration, industrialism, and Gilded Age government policies have had on the United States. Students will do this by analyzing primary and secondary sources, evaluating sources for bias and credibility, and using their learning to provide evidence to support a logical argument. Such skills will prepare students to engage in the 21st century world as active, informed global citizens who can communicate effectively through written, oral, and visual means. (*Long Term Goals 3, 4 and 5*)

Enduring Understandings

Students will understand that . . .

EU 1

political, economic, and social influences may cause population shifts.

EU 2

the growth of business often leads to the need for governmental and social reform.

EU 3

conflict is a result of a perceived need for political, economic, or social change by a population.

EU 4

technology has impacted society in both helpful and harmful ways.

Essential Questions

EU 1

- Is America truly the “land of opportunity?”
- What causes an individual to emigrate?
- Was urban life better or worse than rural life during the Gilded Age?
- Is immigration helpful or hurtful to a society?
- How does the historical treatment of immigrants compare to today?

EU 2

- To what extent should the government regulate business?
- Are Big Business leaders “Robber Barons” or “Captains of Industry?”
- Is America “gilded” today?
- Should the government step in if workers are being treated unfairly? Who decides what is unfair?
- Are labor unions still necessary in American society?

EU 3

- Does a laissez faire approach towards capitalism have more positive or negative effects on society?
- Is the “American Dream” accessible to all people?

	<ul style="list-style-type: none"> • How did the government policies toward Native Americans during the Gilded Age have lasting effects? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How do technological advances change culture? • Has rapid industrial growth had more of a positive or negative effect on American society? • Is urban life better or worse today?
<p><i>Knowledge</i> Students will know. . .</p> <p>Industry</p> <ul style="list-style-type: none"> • the factors that led to the industrialization of the United States in the late 1800's (EU 1, 4). • transportation changes and their effects (Canal Era, Railroad Growth) (EU 1, 4). • the New South and its place in the U.S. economy (EU 1). • the growth of business and its influence upon government and the American working class (EU 2). • laissez faire economics and the need for legislative reform (EU 2). • the emergence of organized labor (EU 3). <p>Politics and Social Changes</p> <ul style="list-style-type: none"> • the major technological advancements and their impact on American society (EU 1, 4). • the experience of African Americans in the changing South (EU 1, 2). • how the quest for civil rights were undermined in the years after Reconstruction (EU 3). • populism's rise and major effects (EU 2, 3). • the ways in which Americans developed a mass culture (EU 3). • corruption in politics in the 1870's and 1880's. (EU 3) 	<p><i>Skills</i> Students will be able to. . .</p> <ul style="list-style-type: none"> • read maps, graphs, and other visuals to analyze historical data (EU 1). • draw inferences from factual material (EU 1). • analyze reasons behind and consequences for historical actions (EU 2). • recognize and interpret different points of view (EU 3). • detect bias in data presented in various forms (EU 3). • compare and contrast the credibility of differing ideas or accounts (EU 3). • read and analyze primary source documents to determine different points of view (EU 4). • formulate a historically defensible claim (thesis statement) (EU 4).

- the abundance, waste, and hardships of the Gilded Age (EU 1, 3).
- the phenomenon of urbanization, its rewards, and drawbacks (EU 1, 4).
- how technology advanced city life (EU 4).
- ways in which city dwellers solved the problems caused by rapid urban growth (EU 4).
- problems faced by farmers and their attempts to address those problems (EU 4).

Immigration

- government policies designed to restrict immigration (Chinese Exclusion Act, quota laws, etc.) (EU 1, 3).
- ways in which immigrants adapted to American life while trying to maintain familiar cultural practices (EU 3).
- causes and effects of immigration (EU 1, 3).
- the push and pull factors of immigration (EU 1, 3). differences between old and new immigrants and the conflicts that developed (EU 3).

Native Americans

- the government policies which targeted Native Americans (assimilation schools, reservations, broken treaties, "Indian Wars," etc.) (EU 1, 3).

Stage Two - Assessment

Other Evidence:

- Essay
- DBQ
- Tests (Standard and Authentic)
- Presentations
- Research Projects

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

Industry

- Hall of Fame or Shame?: Students will pick a prominent person from this period and research their lives. The student will write a compelling argument to defend their position. Each student will discuss his/her position to the class. The class will then discuss and determine whether this was an accurate assessment of this individual. After listening to these reports the students will write a summary paper about this time period **(A, M) (EU 3)**.
- Choose a local company and find out the company's main business, revenue, size, area of operation, and its contributions to society, including charitable works. If an individual owns the company, research how he or she acquired wealth and what, if any philanthropic activities he or she supports. Then, write a brief profile on the company and the individual **(A, M) (EU 2)**.
- Using chromebooks, students will research the recession of 2008 and compare/contrast business practices that led to a downturn in the business cycle to business practices of the late 1800's **(A, M) (EU 2)**.
- Students will develop a product and determine the best direction for this product to go. They will have to determine where to place (Geographic location) the production of this product. They will determine what complementary products or goods could be sold or manufactured also. The student will determine the target market and where to sell these goods. They will determine the best way to maximize sales of this product. (Advertising, etc.) They will brainstorm possible problems and solutions that might arise with this product and its sale. Students will determine the next logical upgrade or improvements for this product. Students will look at what impact (Negative and positive) this product will have on society. Students will also look at what legislative measures the company would need to comply with and adapt to in order to legally produce the product. Students will determine how they can achieve maximum profitability. Finally, students will identify a comparable innovation of the past and show the similarities/differences. The business proposal will include all of the aforementioned and be delivered to desired audience **(M, T) (EU 2, 4)**.
- Invent a product that will solve a problem or serve a need in today's society. What would you need to manufacture this product? Manufacture this in the business format of vertical or horizontal consolidation and show the steps. What would be your target market? Where would this product do best? **(M, T) (EU 4)**

- Industrialist Trial Students will select one modern day industrialist to put on trial. The trial will take place in class and students will perform the roles of attorneys, paralegals, and jury members. **(M, T) (EU 1, 2, 3, 4)**
 - Students will work in teams (Defense and Prosecution) to answer the question “Is [insert industrialist’s name] a Robber Baron or a Captain of Industry?” Applying concepts learned in the unit, the Defense team will argue that the industrialist’s actions have mostly had a positive impact on society, earning him/her the title of “Captain of Industry.” The Prosecution will argue that the industrialist’s actions have mostly had a negative impact on society, earning him/her the title of “Robber Baron.” Both sides should formulate and support their arguments like they would in a DBQ essay (Thesis, Rationale, Evidence).
 - Some students will act as jury members, evaluating the evidence presented in the trial to determine a verdict.

Politics/Social Changes

- Students will compare/contrast government response to corruption in the late 1800’s to present-day and discuss as a class **(A, M) (EU 2)**.
- Students will compare/contrast transportation advances of the late 1800’s with transportation advances of other time periods and present-day using relevant primary source documents. Which were more revolutionary? What are the problems caused by each? **(A, M) (EU 4)**.
- Using primary source documents, students will trace the path of civil rights throughout the 19th century **(A) (EU 1)**.
- Students will create Google Slides presentations on mass American culture of the late 19th century and will compare to mass culture today **(A, M) (EU 1, 3)**.
- Students will research problems faced by farmers today and compare/contrast to problems faced by farmers in the late 19th century **(A, M) (EU 1, 2, 3)**.
- Utilize the resources on the Amistad Commission website: <http://www.njamistadcurriculum.net/history/units> **(M) (EU 1, 3)**.
- Identify specific Gilded Age presidents’ greatest challenges and evaluate how effectively they dealt with it **(A, M) (EU 3)**.
- In a ‘point-counterpoint’ format, evaluate the effectiveness of labor strategies in addressing workers issues **(M) (EU 2)**.
- Students will research an invention of the late 1800’s and its effect on society then and now **(M) (EU 4)**.
- Analyze political cartoons in regards to Gilded Age issues and compare the issues addressed by these cartoons to current day issues **(T) (EU 3)**.
- Create a Union (collective bargaining unit) for students. What would you consider to be a reasonable job description? What would you consider to be reasonable demands as the workforce? What problems would you encounter in getting members? What would you need in order to overcome these problems? What would be some of your immediate needs or demands? What problems will you encounter in gaining these demands? Would there be a criteria for membership? What would be your long range goals? Who would you expect to receive the greatest opposition from? Why? **(T) (EU 2, 3)**.

Immigration

- Students will research their immigration or migration family background. Students will create a summary of their findings on answering the following questions: 1. Who the first member of your family was to come to the United States or in the case

of migration, who first came to your family's current location (New Jersey), 2. The country or region that this person/people came from, 3. The reason for leaving their country or region and coming to the U.S., 4. Where they settled once they arrived in the U.S. or New Jersey, 5. What they did to earn a living when they first arrived here, 5. How they were affected by U.S. immigration regulations **(A, M, T) (EU 1, 3)**.

Native Americans

- Students will brainstorm aspects of Native American culture seen in society today. Students will research these customs, the Native American reservation system, and will report their findings to the class. Students as a class will research the conflicts between the Americans and Native Americans in the West and will discuss the effects of this cultural collision **(A, M) (EU 1)**.
- Students will complete a three part assignment regarding expansion and its impact on Native Americans that requires the following:
 - First, the students are given a list of key terms related to the impact of expansion on the Native Americans. They will be required to create a historical passage using the terms (and develop their own views as to how these topics potentially interact with one another).
 - Second, the students will be given the reading those terms were taken from (and will have to actively read/identify the key topics as they read through).
 - Finally, the students will complete a provided chart regarding how well they predicted, explaining the article in their own words, and overall understandings they took from the readings **(A, M) (EU 1, 3, 4)**.
- Students will complete reading circles that help outline the impact of expansion on the Natives regarding the following: expansion of US settlements (and the shrinking of Native lands), promotion of assimilation, broken treaties/promises, impact of the Indian Wars. This will culminate in a class discussion to share their findings **(A, M) (EU 1, 3, 4)**.
- Analyze the development and significance of the West by watching one of the following movies: *Dances With Wolves*, *Far and Away*, *Frontier House*, and/or *Into the West* **(A, M) (EU 1, 3)**.