

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: U.S. History **Unit Name:** Industrialization and Urbanization in the North and East

Quality Core Objectives:

Unit 5 Industrialization and Urbanization in the North and East: The Benefits and Costs of Modernization	
A.1. Process Skills	a. Apply terms relevant to the content appropriately and accurately
	b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
	c. Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps
	d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
	e. Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation)
	g. Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position
	h. Compose an analytical, historical essay containing a thesis, supporting evidence, and a conclusion
	i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
	k. Analyze how the past influences the lives of individuals and the development of societies
C.1. Industrialization and Urbanization	a. Evaluate the impact of new inventions and technologies of the late nineteenth century
	b. Identify and evaluate the influences on business and industry in the late nineteenth and early twentieth centuries
	c. Identify labor and workforce issues of the late nineteenth century, including perspectives of owners/managers and Social Darwinists
	d. Explain the challenges and contributions of immigrants of the late nineteenth century
	e. Explain the causes and impact of urbanization in the late nineteenth century

Purpose of the Unit:

Students to discover how Social Darwinism, entrepreneurship, and immigration can work for building America, but how big business and politics can hurt the everyday lives of Americans.

Prerequisites:

World Civilization—Industrial Revolution

Intro to SS—Capitalism and the American economic system

Daily Lesson Guide

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	C.1.b C.1.a SS-HS-5.2.2	Who were the Captains of Industry?	Students will read online sources to summarize and note make over a business/invention, the impact on the 1800’s, and the impact on today.	How did their work/invention evolve and impact us today? (Sholes-typewriter-computer)	Formative-walking around during work on laptops -Questioning for knowledge at end of the day Summative- Notebook checks -Multiple choice on unit test
2	C.1.a C.1.b SS-HS-5.2.2	How did the Captains of Industry impact society then and now?	Students will read online sources to summarize and note make over a business/invention, the impact on the 1800’s, and the impact on today.	How did their work/invention evolve and impact us today?	Formative-walking around during work on laptops -Questioning for knowledge at end of the day Summative- Notebook checks -Multiple choice on unit test
3	C.1.b SS-HS-5.2.2	What is philanthropy? What is	Students will discuss examples from 1800’s and today of each key term. Students will create	Creating their own business and applying these	Formative-Powerpoint questions checking for understanding

		vertical/horizontal integration in business?	their own business to expand vertically and horizontally and become a philanthropist	terms will make them more meaningful	Summative-Business grade based on use of vertical, horizontal, and philanthropy
4	SS-HS-5.2.2 C.1.b C.1.c	-What is Social Darwinism? -Why would we struggle to live in a time before Thomas Edison?	-Thomas Edison Biography -Vocabulary notebook- philanthropy, vertical, horizontal integration, entrepreneur, capitalism, Sherman Anti-Trust Act, Social Darwinism	-Why would we struggle to live in a time before Thomas Edison? -Impact of social Darwinism students	Formative-Classroom discussion Summative-Notebook check -Thomas Edison biography quiz
5	SS-HS-5.2.2 SS-HS-5.2.3 C.1.c	How does immigration impact us today? The browning of America	-Analyze the 2010 Census online- Census.gov -Discuss patterns found- Browning of America	-2010 Census allows students to see Franklin and patterns in KY and U.S.	Formative- Walking around and class discussion of browning of America Summative- Grade on analysis of census
6	C.1.d SS-HS-5.2.3	How does immigration impact us today? The browning of America	-Powerpoint on immigration and urbanization -Analysis of immigration charts and graphs	Browning of FSHS?	Formative- Class discussion
7	C.1.d SS-HS-5.2.3 C.1.c	How free are the poor? What is good/bad about urbanization?	-Powerpoint on immigration and urbanization -Story of a Sweatshop Girl	Location of department stores, restaurants, green spaces and factories in Franklin	Summative- Story of a Sweatshop girl quiz
	SS-HS-5.2.3 C.1.c	What were some concerns of	Etch-a-sketch notes on Railroad strike, haymarket	Novelty- acting out events from history	Formative- Walking around Summative- Notebook check for

8		workers? -Labor vs. Business?	square, and Pullman strike. -Students act out 1 of the 3 events from history		etch-a sketch notes
9	SS-HS-5.2.3 C.1.g C.1.h	Why was the West wild?	Students read/analyze primary documents on the west -Wild west map-Impact of immigration on railroad system -Start the farming game	Movement will allow students to discuss various perspectives on the West -Game = Novelty	Formative- Walking around asking questions Summative- Primary source analysis
10	SS-HS-5.2.3 C.1.g C.1.h	Why was the West wild?	The farming game	Game = Novelty that interests the students	Formative- Ask questions about why the west was wild?
11	SS-HS-5.2.2 SS-HS-5.2.3 C.1	-What parts are based on historical fact? -What are the pull factors to the U.S.?	Far and Away Notice what you see	Visual examples of what immigration and urbanization was like	Summative- Far and Away quiz
12	SS-HS-5.2.2 SS-HS-5.2.3 C.1	-What parts on based on historical fact? -What was the process for claiming land?	Far and Away Notice what you see	Visual examples of what immigration and urbanization was like	Summative-Far and Away quiz
	SS-HS-5.2.2 SS-HS-5.2.3	What do I need to know?	-Review for the upcoming test using study guide	-Students make notecards, rewrite	Formative-Walking around and answering questions with

13	C.1		-Go over the ways students study (venn diagram on Rockefeller, Carnegie, and Vanderbilt)	notes, quiz each other, and other study skills	reminders of when we discussed each topic in class.
14	SS-HS-5.2.2 SS-HS-5.2.3 C.1	What do I know?	Students will take a test over immigration, business, and urbanization	Taking test over unit	Summative- Test MC and Essay
15	SS-HS-5.2.2 SS-HS-5.2.3 C.1	How can I get better?	Using the clickers, students will respond to commonly missed questions on the multiple choice part of the test.	Students will look over their own tests and fix their own mistakes	Summative- Any test questions found to be unfair or marked incorrectly