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**Rise of Modern America**

**US History, Unit #2**

Chapters 3, 4 & 5

CCCS Standards

State Standards 11.2, 11.3 (11.3.3 & 11.3.4), 11.4 (11.4.1 – 11.1.4)

**Overview:** Late 1800’s to early 1900’s, this unit covers the rise of American Industrialism, Urbanization and a time period where there is a tremendous growth in population due to an increase of immigration.

1. **Essential Question(s)**: By the end of the unit, students should be able to expertly answer the following question(s):
	1. How did industrialization, urbanization, and immigration work together to create a “modern” America?
	2. How did the US rise to a world power in the twentieth century?
2. **Key Terms**: In order to fully understand and connect the current topic of inquiry with previous and future topics in history and the social sciences, it is necessary to have a working knowledge of the following key terms.

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| 1. Industrialization2. Immigration 3. Urbanization4. Political Machines5. Americanization6. Transcontinental Railway | 7. Monopoly8. Social Darwinism9. Social Gospel10. Children’s Bureau11. 16th Amendment12. Monroe Doctrine | 13. Open Door Policy14. Roosevelt Corollary15. Big Stick Diplomacy16. Dollar Diplomacy  |

1. **Historical People:** People are the movers and shakers of history (i.e., history is created by and then molded by the key figures of the day). The knowledge and understanding of the following people and groups’ contribution to this unit of inquiry is essential.

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| 1. William “Boss” Tweed2. Andrew Carnegie3. John D. Rockefeller4. Upton Sinclair | 5. Matthew C. Perry6. Alfred T. Mahan7. Theodore Roosevelt | 8. William Howard Taft9. Populists10. Progressives |

1. **Events and Ideas**: History is a series of events woven together to create the fabric of our history. Events, however, do not occur in isolation. Events are driven by the popular ideas of the time. As such, students must have a clear understanding of not only the major events of this unit of inquiry, but also the ideas behind those events.

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| 1. The Industrialization of America2. Immigrants Come to America3. Social Darwinism vs. Social Gospel | 4. Populists and Progressives5. Spanish-American War6. The Panama Canal |  |

1. **Graphic Organizers:** (Maps, timelines, charts, organizers, etc.) – Graphic organizers serve as a way to visualize historical topics of inquiry, creating not only a deeper understanding of the topic of inquiry being addressed but also allows for the ability to recognize the interconnectedness among historical topics.

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| 1. Industries and Railways Map2. Old and New Immigrants Map | 3. Social Darwinism vs. Social Gospel4.Populists and Progressives | 5. U.S. Foreign Policy 1823 - 19176. Spanish American War Map  |

1. **Primary Sources**: Primary sources are “first-hand” accounts that give us an insight into the dominant thoughts, beliefs, and ideas of the time helping us to better understand and make inferences about the unit of inquiry.

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| 1. Political Cartoons (TCI)1. “Attitudes on Immigration”
2. “Spanish American War”
 | 2. *The Jungle* | 3. 16th Amendment  |

1. **Class Notes:** Use Cornell notes to record class lectures.
2. **Miscellaneous**: Anything else used in support of this unit but not specifically listed on the unit sheet.
3. **Capstone Activity:** Culminating activity that demonstrates mastery of the Essential Question.

Choose a “winner” and a “loser” for each of the unit themes: Industrialization, Immigration, Social Darwinism, and Imperialism. Write a newspaper editorial from both the winner and loser’s perspective for view for each theme. Include a political cartoon for each theme that characterizes the main differences between the two sides.

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| **COMMON CORE LITERACY STANDARDS** |

**Reading History:**

**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.

**11-12.7 -** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**11-12.8 -** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

**Writing History:**

**11-12.2 -** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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| **CALIFORNIA STATE CONTENT STANDARDS** |

* 1. **Students analyze the relationship among the rise of industrialization, large-scale rural-to urban migration, and massive immigration from Southern and Eastern Europe.**
		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.*
		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.
		3. Trace the effect of the Americanization movement.
		4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
		5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.
		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.
		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).
		8. Examine the effect of political programs and activities of Populists.
		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, Hiram Johnson).
	2. **Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.**
		1. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).
		2. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.
	3. **Students trace the rise of the United States to its role as a world power in the twentieth century.**
		1. List the purpose and the effects of the Open Door policy.
		2. Describe the Spanish-American War and U.S. expansion in the South Pacific.
		3. Discuss America’s role in the Panama Revolution and the building of the Panama Canal.
		4. Explain Theodore Roosevelt’s Big Stick diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy, drawing on relevant speeches.