

## NJDOE MODEL CURRICULUM PROJECT

<b>CONTENT AREA: SOCIAL STUDIES</b>	<b>US HISTORY 1</b>	<b>UNIT #: 4</b>	<b>UNIT NAME: The Development of the Industrial United States and the Emergence of Modern America: Progressive Reforms (1870-1930)</b>
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Code #	CCSS and/or NJCCCS
<p><b>5. The Development of the Industrial United States</b>                      Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans.                      The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups</p> <p><b>6. The Emergence of Modern America: Progressive Reforms</b>                      Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups.                      An expanding market for international trade promoted policies that resulted in America emerging as a world power.</p>	
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
WHST.9-10.2 a-f	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve

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	a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
6.1.12.A.5.a	Relate industrial growth to the need for social and governmental reforms.
6.1.12.A.5.b	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
6.1.12.A.5.c	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.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
6.1.12.A.6.c	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
6.1.12.A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
6.1.12.B.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental

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	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.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
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.
6.1.12.C.5.a	Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.
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.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.C.6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
6.1.12.A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
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.

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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.D.6.a	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.	
6.1.12.D.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.	
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	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.a
2	Compare and contrast economic development of the North (e.g., manufacturing, mills), South (e.g., agriculture), and West (e.g., ranching, mining, farming) in the post-Civil War period.	6.1.12.C.5.b
3	Explain the impact that migration had on Native American groups living in the western states and territories during this time period (e.g., Wounded Knee, Little Big Horn).	6.1.12.B.5.a
4	Analyze how government policies favoring laissez faire capitalism and other factors promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.	6.1.12.D.5.a 6.1.12.A.8.a
5	Analyze the cyclical nature of the economy and the impact of periods of economic expansion and downturns (e.g., 1873, 1893, 1907) to determine their causes and their impact on businesses,	6.1.12.C.5.c

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	individuals, and the nation.	
6	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the economic development of the nation and on the lives of individuals.	6.1.12.C.6.c
7	<i>Produce clear and coherent writing demonstrating how supply and demand influenced price and output during the Industrial Revolution by looking at a case study (e.g., Carnegie &amp; steel, Pullman &amp; railroads, and Ford &amp; cars).</i>	WHST.9-10.4 6.1.12.C.6.b
8	<i>Write a narrative explaining how entrepreneurs (e.g., Carnegie, Edison, Morgan, Rockefeller, Vanderbilt, Pullman, Westinghouse) of this time period became “captains of industry”.</i>	WHST.9-10.2 6.1.12.D.5.a
9	<i>Draw evidence from informational texts to explain how monopolistic practices had positive and negative economic effects on individuals and the nation (e.g., US Steel, Standard Oil).</i>	WHST.9-10.9 6.1.12.C.5.a
10	Assess the impact of governmental efforts to regulate industrial (e.g., Sherman Anti-trust Act, Clayton Anti-trust, Interstate Commerce Act) and financial systems (i.e., Federal Reserve) in order to provide economic stability.	6.1.12.A.5.b
11	<i>Gather relevant information from multiple authoritative print and digital sources to explain how the desire for workers rights led to the creation of labor organizations (e.g., Knights of Labor, Industrial Workers of the World, American Federation of Labor) and workers strikes (e.g., Great Railroad Strike, Haymarket Riot, Homestead Strike, Pullman Strike, Lawrence Textile Strike, Paterson Silk Strike).</i>	WHST.9-10.8 6.1.12.A.5.a 6.1.12.D.5.b 6.1.12.C.6.a
12	Evaluate the ways in which women organized to promote government policies designed to address workplace issues (e.g., Triangle Shirtwaist Factory Fire, Mary Harris “Mother Jones”) and immorality (temperance).	6.1.12.A.6.b
13	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19 <sup>th</sup> century in New Jersey (i.e., Paterson Silk Strike	6.1.12.D.6.a

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	1913) and the United States.	
14	<i>Examine the efforts of Muckrakers (e.g., Upton Sinclair, Ida Tarbell) to expose unfair business practices and political corruption and promote social justice, by citing specific textual evidence attending to such features as the date and origin of the information.</i>	RH.9-10.1 6.1.12.A.6.a
15	Evaluate the effectiveness of Progressive reforms (e.g., Pendleton Civil Reform Act, Meat Inspection Act of 1906, Pure Food and Drug Act of 1906) in preventing unfair business practices and political corruption and in promoting social justice.	6.1.12.A.6.a
16	<i>Use quantitative and qualitative analysis to determine how gender, race, ethnicity, occupation, and government policies (e.g., Chinese Exclusion Act of 1882, Gentlemen's Agreement of 1907) impacted immigrants in this period.</i>	RH.9-10.7 6.1.12.D.5.d
17	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.c
18	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources (e.g., Pinchot, T. Roosevelt, National Park Service) during the period of industrial expansion.	6.1.12.B.6.b
19	<i>Compare and contrast primary and secondary sources describing how Booker T. Washington and W.E.B. Du Bois addressed the issue of African American segregation and discrimination.</i>	RH.9-10.9 6.1.12.A.6.c
20	Explain how the continuation of segregation and discrimination (i.e., <i>Plessy v. Ferguson</i> ) and state and local governmental policies, led to creation of African American advocacy organizations (i.e., National Association for the Advancement of Colored People, National Urban League).	6.1.12.A.6.c
21	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.A.5.c

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22	Compare current and historical case studies (1890-1930s) involving child labor or other unfair labor practices in the United States with those of other nations and evaluate the extent to which rapid industrialization contributes to such practices.	6.3.12.A.2
23	<i>Use technology to produce or display (e.g., photojournalism by Jacob Riis) an assessment of the impact of rapid immigration and urbanization on the environment and on the quality of life in cities.</i>	RH.9-10.7 6.1.12.A.5.a 6.1.12.B.5.b 6.1.12.D.5
24	Explain how mass production and mass marketing (e.g., Woolworth's, Sears) in this time period promoted a consumer culture and impacted individual lives.	6.1.12.C.5.a 6.1.12.A.8.a
25	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.	6.1.12.D.6.c