

# SOCIAL STUDIES CURRICULUM GRADE 8 UNIT # 5: America Transformed

## North Smithfield School Department

**TITLE OF UNIT:** Industrialization & Immigration

**COURSE:** Grade 8 Social Studies

**DATE PRESENTED:** \_\_\_\_\_ **DATE DUE:** \_\_\_\_\_ **LENGTH OF TIME:** Several weeks, quarter, semester

### OVERVIEW OF UNIT:

In this unit, students will identify how Americans benefitted from Progressive reforms and how the growing power affected the relationship with other nations, between the years 1890 and 1914. They will investigate and interpret primary and secondary sources in the following areas: the Progressive Era, Women’s Rights, Imperialism in the Pacific, the Spanish-American War, and expanding interests in Asia and Latin America. Additionally, students will use primary sources to analyze the Progressivism and the Annexation of the Philippines. During the unit, students will also create a Progressive political cartoon and complete an informative essay about Progressive reforms.

### ESSENTIAL QUESTIONS

*How did Americans benefit from progressive reforms?  
How did women’s lives change in the late 1800s, and how did they obtain the right to vote?  
How did America’s growing power affect its relationships with other countries?*

### STANDARDS:

Civics and Government	Historical Perspectives/ RI History Strand	Economics	Geography	Reading	Writing
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	HP 1: History is an account of human activities that is interpretive in nature.	E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance	G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth’s surface provides an understanding of the world in Spatial terms	Key Ideas and Details	Text Types and Purposes
G&C 2: The <i>Constitution</i> of the establishes a government of limited powers that are shared among different levels and branches. G&C 3: In a democratic society, all people have certain rights and responsibilities.	HP 2: History is a chronicle of human activities, diverse people, and the societies they form. HP 3: The study of history helps us understand the present and shape the future.	E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services E3: Individuals, institutions and governments have roles in economic systems	G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.	Craft and Structure Integration of Knowledge	Production and Distribution Research to Build and Present Knowledge
G&C 4: People engage in political processes in a variety of ways.	HP 4: Historical events and human/natural phenomena and are influenced by ideas and beliefs		G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth’s surface to limit or promote human activities.	Range of Reading	Range of Writing
G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.	HP 5: Human societies and cultures develop and change in response to human needs and wants.				

### FOCUS GSEs:

#### Civics and Government

- Defining and identifying the nature of authority and sources of power **C&G 1 (7-8) –c**
- Tracing the process of how an idea transforms into a bill and then becomes a law **C&G 2 (7-8) –1c**
- Identifying a citizen’s responsibilities in a democratic society (personal, economic, legal, and civic). **C&G 3 (7-8) –1c**
- Identifying conflicts between individual rights and the common good. **C&G 3 (7-8) –1d**
- Identifying an issue, proposing solutions, and developing an action plan to resolve the issue. **C&G 3 (7-8) –2a**
- Explaining how various factors affect how leaders are selected or elected through an election process. **C&G 4(7-8) –1a**
- Describing how and why individuals identify themselves politically. **C&G 4(7-8) –1b**
- Examining how elections are/can be vehicles of change. **C&G 4(7-8) –1d**
- Recognizing multiple perspectives on historical or current controversial issues. **C&G 4(7-8) –1e**
- Expressing/defending an informed opinion and presenting their opinion to an audience. **C&G 4(7-8) –2a**
- C &G4 (7-8)0-2b**
- Engaging in the political process. **C&G 4(7-8) –2c**
- Recognizing the cause(s) and effect(s) of taking a civil action. **C&G 4(7-8) –3c**
- Utilizing a variety of reliable sources to develop an informed opinion. **C&G 4(7-8) –3d**
- Summarizing a significant situation; proposing and defending actions to be taken or not taken. **C&G 5(7-8) –3b**

#### Historical Perspective

- Developing, expanding, and supporting an historical thesis, based on a series of events **HP 1 (7-8) –2b**
- Analyzing/evaluating how national world events have impacted RI and how RI has impacted world events. **HP2**

#### Economics

#### Geography

- Identifying and utilizing a variety of maps. **G 1 (7-8) –1a**

#### Reading

##### Key Ideas and Details (RH)

- RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2** Determine the central ideas or information of a primary or secondary source.
- RH.6-8.3** Identify key steps in a text’s description of a process related to history/social studies
- Craft and Structure (RH)**
- RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary
- RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6** Identify aspects of a text that reveal an author’s point of view or purpose .

##### Integration of Knowledge and Ideas (RH)

- RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in

# SOCIAL STUDIES CURRICULUM GRADE 8 UNIT # 5: America Transformed

## North Smithfield School Department

### (7-8)–1c

- Identifying key events and people of a particular historical era or time. **HP 2 (7-8) –2a**
- Correlating key events to understand the historical perspective of the time period in which they occurred.

### HP2(7-8) –2b

- Analyzing a social movement from its inception, its impacts on us today, its implications for the future. **HP 3 (7-8) –1a**
- Comparing and contrasting the cultural influences that shape individuals and historical events. **HP 3 (7-8) –2c**
- Explaining the impact of interactions. **HP 4 (7-8) –2b**
- Describing how diversity contributes to cultural diffusion, acculturation, or assimilation. **HP 5 (7-8) – 2b**
- Describing how environment (e.g., physical, cultural, etc.) or changes in that environment affects a civilization/country/nation. **HP 5 (7-8) – 2c**
- Describing how and why various factors impact an individual or a group’s perspective of events. **HP 5 (7-8) – 3a**
- Explaining/ analyzing how changing perspectives impact history using primary documents as evidence. **HP 5 (7-8) – 3b**

a text.

- RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading (RH)

- RH.6-8.10** Read and comprehend history/social studies texts in the grades 6–8 text complexity band

### Writing

- Text Types and Purposes: argument and informational (WHST)
- Production and Distribution (WHST)
- Range of Writing (WHST)

### Applied Learning Standards:

problem solving

communication

critical thinking

research

reflection/ evaluation

### Expectations for Student Learning (High School only):

#### ENDURING UNDERSTANDING:

- Progressive reformers promoted social welfare, expanded democracy, and created economic reform
- Progressive reforms continued under Presidents William Howard Taft and Woodrow Wilson
- During the Progressive Era, women became leaders in reform movements and won the right to vote
- The United States took its first steps in becoming a world power by acquiring Alaska and Hawaii
- The United States went to war with Spain and gained colonies in the Caribbean and the Pacific
- The United States expanded its influence in China and Latin America, and built the Panama Canal

#### PRIOR KNOWLEDGE:

- 7<sup>th</sup> Grade US History
- Unit 1:A Changing Nation (Manifest Destiny)
- Unit 3: A Nation Rebuilt (Growth in the West)
- Unit 4: Industrialization & Immigration

#### STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Analyze the activities of women of different racial and social groups in the reform movements for education, abolition, temperance, and women's suffrage. **ERA 4,4C,2**
- Explain how geographical factors and rapid industrialization created different kinds of cities in diverse regions of the country. **ERA 6, 1B, 1**
- Analyze the environmental costs of pollution and the depletion of natural resources during the period 1870-1900. **ERA 6,1D,1**
- Explain how rapid industrialization, extractive mining techniques, and the "gridiron" pattern of urban growth affected the scenic beauty and health of city and countryside. **ERA 6,1D,2**
- Explain the origins of environmentalism and the conservation movement in the late 19th century. **ERA 6,1D,2**
- Assess the challenges, opportunities, and contributions of different immigrant groups. **ERA 6,2A ,3**
- Analyze the arguments and methods by which various minority groups sought to acquire equal rights and opportunities guaranteed in the nation's charter documents. **ERA 6, 2B, 4**
- Analyze how the rise of public education and voluntary organizations promoted national unity and American values in an era of unprecedented immigration and socioeconomic change. **ERA 6, 2C, 4**
- Analyze the issues and results of the 1896 election and determine to what extent it was a turning point in American politics. **ERA 6, 3c,5**
- Trace the acquisition of new territories. **ERA 6, 4B, 1**
- Evaluate the causes, objectives, character, and outcome of the Spanish-American War. **ERA 6, 4B, 3**
- Explain how the Progressives drew upon the American past to develop a notion of democracy responsive to the distinctive needs of an industrial society. **ERA 7, 1A, 1**
- Evaluate Progressive attempts at social and moral reform. **ERA 7, 1A,6**
- Evaluate the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in terms of their effectiveness in obtaining passage of reform measures. **ERA 7, 1B, 1**
- Explain why the election of 1912 was a pivotal campaign for the Progressive movement. **ERA 7, 1B,2**
- Compare the New Nationalism, New Freedom, and Socialist agendas for change. **ERA 7, 1B,3**
- Describe how the 16th, 17th, 18th, and 19th amendments reflected the ideals and goals of Progressivism and the continuing attempt to adapt the founding ideals to a modernized society. **ERA 7, 1B, 4**
- Examine the perspectives of various African Americans on Progressivism and their alternative programs. **ERA 7, 1C,2**
- Specify the issues raised by various women and how mainstream Progressives responded to them. **ERA 7, 1C,3**
- The Annexations of Hawaii and the Philippines
- The Election of 1912
- The Elections of Roosevelt and Taft
- Understands Progressivism at the national level.

**SOCIAL STUDIES CURRICULUM GRADE 8 UNIT # 5: America Transformed**  
**North Smithfield School Department**

**SUGGESTED WORKS:**

**INFORMATIONAL TEXTS**

- | NONFICTION  | BIOGRAPHIES  | MEMOIRS | SPEECHES, PUBLIC DOCUMENTS   |
|---|--|---------|--|
| <ul style="list-style-type: none"> <li>• <a href="#">American History</a> textbook</li> <li>• Background information: <a href="#">The Progressive Era</a></li> <li>• Background information: <a href="#">Expansion and Foreign Policy</a></li> <li>• Background information: <a href="#">The United States and World Affairs</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Theodore Roosevelt</a></li> <li>• <a href="#">Susan B. Anthony</a></li> </ul> |         | <ul style="list-style-type: none"> <li>• <a href="#">Women’s Suffrage Primary Sources</a></li> <li>• <a href="#">“Housework in Late 19<sup>th</sup> Century America”</a></li> <li>• <a href="#">Progressive Political Cartoons</a></li> <li>• <a href="#">Perspectives on Imperialism (1885-1899)</a></li> <li>• <a href="#">USS Maine (1898)</a></li> <li>• <a href="#">Join Resolution to Annex Hawaii (1898)</a></li> <li>• <a href="#">Letter of Protest from Queen Liliuokalani (1898)</a></li> </ul> |

**ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:** see curriculum introduction

- |                               |                                |                                     |                          |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing           | 6. Informational text response | 11. Multi-media/technology          | 15. Oral presentation    |
| 2. Class discussion           | 7. Informativ writing          | 12. Narrative writing               | 16. Research project     |
| 3. Dramatization/role playing | 8. Journal                     | 13. Non- linguistic representations | 17. Vocabulary word wall |
| 4. Grammar and usage          | 9. Literature response         | 14. Note taking and summarizing     | 18. Writer’s notebook    |
| 5. Graphic organizers         | 10. Media appreciation         |                                     | 19. Word Study           |

**Assessment**

Develop and convey understanding

- Summarizing topics
  - Ask students to analyze a subject to expose what’s essential and then put it in their own words. This requires understanding, deleting, and keeping some of the things and having awareness of the basic structure of the information presented. Provide a set of rules for creating a summary. When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.
- Reflection
  - Students should reflect on core questions for each lesson. These core questions should be open-ended and exploratory, rich and complex, framed by the standards, and allow students to make connections with the historical topic. Reflections should be debriefed through class discussion so students may extract what they have learned and thought about the topic.
- Short-Answer Questions
  - Short answer questions are used as a quick formative assessment to measure how well students are mastering the content standards. Students should use what they have learned about a topic to answer the question in a written or verbal format.
- Political Cartoons
  - Students will create political cartoons about the Progressive Era in order to show their understanding of the concepts presented in the Unit.
- Graphic Organizers
 

○ Venn Diagrams	○ Webs
○ Compare and Contrast	○ Cause and effect
○ Note-taking guides	

Focus on **arguments**

- **Progressivism: Where Will You Put Your Million Dollars?** (DBQ assignment from “Mini-Q’s in American History binder”)
  - Students will analyze primary and secondary sources in order to identify point of view. They will assess conflicting perspectives as they weigh evidence. Students will draw inferences from the sources. They will use factual evidence to write evidence-based argument claims to answer the essential question.
- **Should the United States Have Annexed the Philippines?** (DBQ assignment from “Mini-Q’s in American History binder”)
  - Students will analyze primary and secondary sources in order to identify point of view. They will assess conflicting perspectives as they weigh evidence. Students will draw inferences from the sources. They will use factual evidence to write evidence-based argument claims to answer the essential question.

Focus on **inform and explain**

- **Informative Essay: How did Americans benefit from Progressive Reforms?**
  - Students will: introduce the topic clearly, develop the topic with relevant facts, use appropriate transitions, precise language, and a formal style with a concluding statement. (see: WHST.6-1.2)

## SOCIAL STUDIES CURRICULUM GRADE 8 UNIT # 5: America Transformed North Smithfield School Department

### HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

#### Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

#### Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

### ADDITIONAL RESOURCES: see curriculum for specifics

- "Teddy Roosevelt: the First Environmental President" read aloud - Junior Scholastic, January 12, 2011 issue
- "President Taft" <http://www.youtube.com/watch?v=MNn48EFgybM>
- "FTC Antitrust Laws" [http://www.consumer.ftc.gov/sites/default/files/games/off-site/youarehere/pages/pdf/FTC-Competition\\_Antitrust-Laws.pdf](http://www.consumer.ftc.gov/sites/default/files/games/off-site/youarehere/pages/pdf/FTC-Competition_Antitrust-Laws.pdf)
- "A Brief History of the Birth of the Federal Trade Commission" <http://www.youtube.com/watch?v=NssfPApe5iQ>
- "Sufferin' till Suffrage" <http://www.youtube.com/watch?v=T99V6s25J94>
- Biography: Susan B. Anthony
- "Bad Romance" <http://www.youtube.com/watch?v=IYQhRCs9IHM>
- "Votes for Women" [http://www.loc.gov/rr/print/list/076\\_vfw.html](http://www.loc.gov/rr/print/list/076_vfw.html)
- "Purchase of Alaska" <http://www.loc.gov/rr/program/bib/ourdocs/Alaska.html>
- "USS Maine was Sunk" [http://www.americaslibrary.gov/jb/progress/jb\\_progress\\_maine\\_2.html](http://www.americaslibrary.gov/jb/progress/jb_progress_maine_2.html)
- "USS Maine" [http://learning.blogs.nytimes.com/2012/02/15/feb-15-1898-u-s-battleship-maine-explodes-in-havana-harbor/?\\_php=true&\\_type=blogs&\\_r=0](http://learning.blogs.nytimes.com/2012/02/15/feb-15-1898-u-s-battleship-maine-explodes-in-havana-harbor/?_php=true&_type=blogs&_r=0)
- "Spanish American War" <http://www.history.com/topics/spanish-american-war#>
- "Panama Canal - animaniacs" <http://www.youtube.com/watch?v=eN3gfnjbKJ8>
- "Letter from Liliuokalani, Queen of Hawaii to U.S. House of Representatives protesting U.S. assertion of ownership of Hawaii, December 19, 1898" <http://www.archives.gov/legislative/features/hawaii/queen.html>
- "Joint Resolution to Annex Hawaii" <http://www.ourdocuments.gov/doc.php?flash=true&doc=54>
- "Monroe Doctrine" <http://www.ourdocuments.gov/doc.php?doc=23>
- "Roosevelt Corollary" <http://www.ourdocuments.gov/doc.php?doc=56>
- "Progressive Political Cartoons" <http://www.archives.gov/education/lessons/election-cartoons/>
- "Housework in Late 19th Century America" <http://www.digitalhistory.uh.edu/historyonline/housework.cfm>

### VOCABULARY

- |                            |                         |                           |
|----------------------------|-------------------------|---------------------------|
| 1. Anthony, Susan B.       | 11. Open Door Policy    | 21. Seventeenth Amendment |
| 2. Anti-imperialist League | 12. Panama Canal        | 22. Sherman Antitrust Act |
| 3. Civil rights            | 13. Patronage           | 23. Sixteenth Amendment   |
| 4. Clayton Antitrust Act   | 14. Pearl Harbor        | 24. Spanish-American War  |
| 5. Conservation            | 15. Platt Amendment     | 25. Sphere of influence   |
| 6. Eighteenth Amendment    | 16. Progressivism       | 26. Suffrage              |
| 7. Imperialism             | 17. Prohibition         | 27. Taft, William Howard  |
| 8. Manifest destiny        | 18. Roosevelt Corollary | 28. Trust                 |
| 9. Muckraker               | 19. Roosevelt, Theodore | 29. U.S.S. Maine          |
| 10. Nineteenth Amendment   | 20. Rough Riders        | 30. Yellow journalism     |

**SOCIAL STUDIES CURRICULUM GRADE 8 UNIT # 5: America Transformed**  
**North Smithfield School Department**

**LESSON PLAN for UNIT \_\_\_\_\_**

**LESSONS**

- Lesson # 1 Summary:**
  
  - Lesson #2 Summary:**
  
  - Lesson #3 Summary:**
- 

**OBJECTIVES for LESSON # \_\_\_\_\_**

- Materials/Resources:**
  
- Procedures:**
  - **Lead –in**
  
  - **Step by step**
  
  - **Closure**
  
- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
  
- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
  - **Formative**
  
  
  - **Summative**