

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the US History Social Studies Course.

US History – Unit 6 – Expansion and Reform

Elaborated Unit Focus	<p>Unit 6 covers a period of expansion and change in US History. Students will study the rise of big business, including the major people and inventions of the period. Students will examine the impact of the railroad on business and American Indians. The Progressives brought reform to the United States and the nation expanded through its involvement in the Spanish American War.</p>
Connection to Connecting Theme/Enduing Understandings	<p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <ul style="list-style-type: none"> • Muckrakers <p>Conflict and Change: The student will understand that when there is a conflict between or within societies, change is the result.</p> <ul style="list-style-type: none"> • Construction of Railroads • Formation of Labor Unions • Jim Crow Laws • Conditions of working in a factory • Imperialism and the Spanish American War <p>Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</p> <ul style="list-style-type: none"> • Culture of Immigrants <p>Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.</p> <ul style="list-style-type: none"> • Roosevelt Corollary • Panama Canal <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <ul style="list-style-type: none"> • John D. Rockefeller and Andrew Carnegie • Labor Unions <p>Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.</p> <ul style="list-style-type: none"> • Late 19th Century Immigration <p>Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p> <ul style="list-style-type: none"> • Telegraph, telephone, electric light bulb

<p>GSE for Social Studies</p>	<p>SSUSH11 Examine connections between the rise of big business, the growth of labor unions, and technological innovations.</p> <ul style="list-style-type: none"> a. Explain the effects of railroads on other industries, including steel and oil. b. Examine the significance of John D. Rockefeller and Andrew Carnegie in the rise of trusts and monopolies. c. Examine the influence of key inventions on U.S. infrastructure, including but not limited to the telegraph, telephone, and electric light bulb. d. Describe Ellis and Angel Islands, the change in immigrants’ origins and their influence on the economy, politics, and culture of the United States. e. Discuss the origins, growth, influence, and tactics of labor unions including the American Federation of Labor. <p>SSUSH12 Evaluate how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny.</p> <ul style="list-style-type: none"> a. Examine the construction of the transcontinental railroad including the use of immigrant labor. b. Evaluate how the growth of the western population and innovations in farming and ranching impacted Plains Indians. c. Explain the Plains Indians’ resistance to western expansion of the United States and the consequences of their resistance. <p>SSUSH13 Evaluate efforts to reform American society and politics in the Progressive Era.</p> <ul style="list-style-type: none"> a. Describe the influence of muckrakers on affecting change by bringing attention to social problems. b. Examine and explain the roles of women in reform movements. c. Connect the decision of Plessy v. Ferguson to the expansion of Jim Crow laws and the formation of the NAACP. d. Describe Progressive legislative actions including empowerment of the voter, labor laws, and the conservation movement. <p>SSUSH14 Explain America’s evolving relationship with the world at the turn of the twentieth century.</p> <ul style="list-style-type: none"> a. Describe how the Spanish-American War, war in the Philippines, and territorial expansion led to the debate over American imperialism. b. b. Examine U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.
<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>L11-12WHST2- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>L11-12WHST4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L11-12WHST5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L11-12WHST6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>L11-12WHST7-</p>

	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>L11-12WHST8- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>L11-12RHSS1- 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.</p> <p>L11-12RHSS2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>L11-12RHSS3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>L11-12RHSS4- Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>L11-12RHSS6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>L11-12RHSS7 - 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.</p> <p>L11-12RHSS9- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Information Processing Skills</p> <ol style="list-style-type: none"> 2. Organize items chronologically 3. Identify issues and/or problems and alternative solutions 4. Distinguish fact and opinion 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 8. Identify social studies reference resources to use for a specific purpose 10. Analyze artifacts 11. Draw conclusions and make generalizations 12. Analyze graphs and diagrams 15. Determine adequacy and/or relevancy of information 17. Interpret political cartoons

Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding 1 (Beliefs and Ideals)	<p>How did the beliefs and ideals of the late nineteenth century influence the social, political and economic decisions of the United States?</p> <ul style="list-style-type: none"> • How did the Muckrakers influence the beliefs and ideals of Americans? • How did the Muckrakers influence citizen and government responses to social problems?
Enduring Understanding 2 (Conflict and Change)	<p>How did economic, social, and international conflicts bring about change in those areas in the United States during the late nineteenth and early twentieth century?</p> <ul style="list-style-type: none"> • How did the construction of railroads cause conflict with American Indians? • How did the construction of railroads change the economy of the United States? • Why did the formation of Labor Unions lead to conflict and change in the United States economy? • How did Jim Crow Laws in the American South impact social conflict in the United States? • How did changes in the American economy affect factory working conditions in the period? • Why did international conflict change the United States' approach to Imperialism? • How did the Spanish American War conflict bring physical and political change to the United States?
Enduring Understanding 3 (Culture / Movement and Migration)	<p>How did culture of American immigrants impact society in the United States during the late nineteenth and early twentieth century?</p> <ul style="list-style-type: none"> • Why were immigrants to the United States from different regions of the world treated differently? • How did the influx of immigrants to the United States impact American society politically, economically, and socially?
Enduring Understanding 4 (Distribution of Power)	<p>How did the United States government adjust to its emerging international role in the early twentieth century?</p> <ul style="list-style-type: none"> • How did the Roosevelt Corollary demonstrate the changing role of the United States in international affairs? • How did the construction of the Panama Canal demonstrate the changing role of the United States in international affairs?
Enduring Understanding 5 (Individuals, Groups, and Institutions)	<p>How did individuals, groups, and institutions influence the broad expansion of American businesses in the early twentieth century?</p> <ul style="list-style-type: none"> • How did the business practices of J.D. Rockefeller affect the development of the U.S. economy through intended and unintended consequences? • How did the business practices of Andrew Carnegie affect the development of the U.S. economy through intended and unintended consequences? • How did labor unions affect the development of the U.S. economy through intended and unintended consequences?
Enduring Understanding 6 (Production, Distribution, Consumption)	<p>How did the production, distribution, and consumption of new technology affect society?</p> <ul style="list-style-type: none"> • How did the invention of the telegraph and telephone affect the United States? • How did the invention of the electric light bulb affect the United States?

Sample Instructional Activities/Assessments

Impact of Railroads on the Growth of the United States

In this group project, students will create a presentation about the impact of the growth of railroads on the United States. The project must include the impact on the oil and steel industry, construction methods of the Transcontinental Railroad, western population growth, and the impact on American Indian groups. This assignment is differentiated as the students have a choice of products: a newscast, museum exhibit, or documentary film. Students instructions and rubric appear below.

GSE Standards and Elements	<p>SSUSH11 Examine connections between the rise of big business, the growth of labor unions, and technological innovations.</p> <p>a. Explain the effects of railroads on other industries, including steel and oil.</p> <p>SSUSH12 Evaluate how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny.</p> <p>a. Examine the construction of the transcontinental railroad including the use of immigrant labor.</p> <p>b. Evaluate how the growth of the western population and innovations in farming and ranching impacted Plains Indians.</p> <p>c. Explain the Plains Indians’ resistance to western expansion of the United States and the consequences of their resistance.</p>
Literacy Standards	<p>L11-12WHST6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>L11-12WHST8- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
Social Studies Matrices	<p>INFORMATION PROCESSING SKILLS</p> <p>2. Organize items chronologically</p> <p>3. Identify Issues and/or problems and alternative solutions</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>11. Draw conclusions and make generalizations</p>
Enduring Understanding(s)	<p>Conflict and Change Individuals, Groups, and Institutions</p>

Impact of Railroads on the Growth of the United States

Directions: In groups of four, students will create a presentation about the impact of the railroads on the growth of the United States in the late 19th Century.

Project Format: Each group may choose the format of their presentation. Options are as follows:

- Newscast of 3 – 5 minutes
- Museum Exhibit including all relevant background information and a minimum of ten primary sources including documents, photographs, maps, political cartoons, etc.
- Documentary Film of 3 – 5 minutes

Required Elements: Each project must include each of the elements below.

- What was the effect of the Railroad on the steel and oil industry?
- Where/how was the Transcontinental Railroad constructed? Who were the laborers who constructed it?
- How and why did the population grow out west?
- What was the impact of this population growth on American Indians?
- What was the Battle of Wounded Knee? How did the battle impact American Indians?

Impact of Railroads on the Growth of the US

Group Member Names:

	10 points	7 points	4 points	1 point	Total
Appropriate Format	Choose One: Newscast Museum Exhibit Documentary Film			Correct Format Not Used	
Appropriate Length	Videos: 3 - 5 minutes Museum Exhibit: Display of 10 primary sources	Videos: 2 - 3 minutes Museum Exhibit: Display of 6 -9 primary sources	Videos: 1 - 2 minutes Museum Exhibit: Display of 3 - 5 primary sources	Videos: Under a minute Museum Exhibit: Display of 0 - 2 primary sources	
Required Elements	All Required Elements Present: -Effect on steel & oil -Construction of RR -use of immigrant labor to construct RR -Growth of Western population -Impact on American Indian Population (reservations, Dawes Act) -Battle of Wounded Knee	Five of Six Elements Present: -Effect on steel & oil -Construction of RR -use of immigrant labor to construct RR -Growth of Western population -Impact on American Indian Population (reservations, Dawes Act) -Battle of Wounded Knee	Three to Four of Six Elements Present: -Effect on steel & oil -Construction of RR -use of immigrant labor to construct RR -Growth of Western population -Impact on American Indian Population (reservations, Dawes Act) -Battle of Wounded Knee	Zero to Two of Six Elements Present: -Effect on steel & oil -Construction of RR -use of immigrant labor to construct RR -Growth of Western population -Impact on American Indian Population (reservations, Dawes Act) -Battle of Wounded Knee	x2
Product:	Product is of top quality and includes relevant primary sources such as documents, photographs, maps, political cartoons, etc.	Product is good but could include more primary sources such as documents, photographs, maps, political cartoons, etc.	Product is marginal and is lacking in relevant primary sources such as documents, photographs, maps, political cartoons, etc.	Product reflects minimal effort and few or no primary sources such as documents, photographs, maps, political cartoons, etc.	x2
Class Time:	1. Uses time in class to work on newspaper. Stays on task.	1. Mostly uses time in class to work on newspaper. Veers off task occasionally.	1. Has trouble using time in class to work on newspaper. Sometimes off task.	1. Does not use class time wisely. Mostly off task.	
					70 points

Captains of Industry Game

Students will participate in a simulation to better understand the Industrial Era of American History. At the beginning of class, each student should be given an envelope containing something they will start the game with (it could be money, land, resources, or just the brains in their heads). Each student will take what they’ve been given and work with other students to build a railroad. The teacher acts as the government and gives land as grants and allows students to “mine” for additional resources. The groups that have the most money (typically from building railroads) at the end of class, wins the game. Please see the teacher instructions and templates for game cards below.

GSE Standards and Elements	<p>SSUSH11 Examine connections between the rise of big business, the growth of labor unions, and technological innovations.</p> <ul style="list-style-type: none"> a. Explain the effects of railroads on other industries, including steel and oil. b. Examine the significance of John D. Rockefeller and Andrew Carnegie in the rise of trusts and monopolies.
Literacy Standards	<p>L11-12RHSS9- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
Social Studies Matrices	<p>INFORMATION PROCESSING SKILLS</p> <ul style="list-style-type: none"> 3. Identify Issues and/or problems and alternative solutions 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 11. Draw Conclusions and make generalizations
Enduring Understanding(s)	<p>Conflict and Change</p>

Teacher Instructions:

- Teachers will need to make the game cards in advance (coal, iron, factories, money, steel, Above Average IQ) and have enough envelopes for each student.
- When stuffing the “inheritance envelopes” that students start the game with, make sure that the sum of all of the envelopes contains enough materials to build at least two of the shorter railroads. If there is not enough material in circulation, the game can sputter-out quickly.
- The teacher acts as the government.
- The students receiving the envelopes containing “above average IQ and strong work ethic” should be given whatever special information you think will help them get going. I usually tip-off these students as to when the “land grants” will be available.
- I give out “land grants” at random intervals during the game by simply walking through my room and dropping a land card of two.
- In order to mine for coal or iron, I require students to have at least two “land cards” which they trade in for the chance to mine. For the mining process, I hold iron and coal cards behind my back (many cards in one hand, one or none in the other) and ask the students to pick a hand. If they pick the hand that has little or nothing, I explain that mining isn’t a guarantee of finding resources. I also try to keep an eye on how much iron and coal is available in the room. As the game progresses, I make it more difficult to mine. I do this to simulate the using-up of natural resources.
- If you feel the game is sputtering out too soon, you can infuse cash through government loans or grants as you see fit. I have created contracts with companies before where I (as the government) lend them money and then they repay the loan with interest once their railroad is built.
- Some students may figure out that they can earn more money by becoming investors in multiple corporations, creating a holding company, or by lending money. I have had students win the game without ever building a railroad.

Captains of Industry Simulation

Object of the Game: The object of the game is to earn as much wealth as possible. You will attempt to build your wealth by constructing railroads. There are many ways to succeed and many obstacles to overcome.

Your Business Opportunity: Throughout the second half of the 19th Century, large amounts of money were made by building railroads across the United States. Those who built and controlled railroads became the wealthiest, but there was also money to be made by bankers, brokers, and material suppliers that the railroad companies relied upon.

How to Play: To build a railroad, your company will start from an existing stop, Chicago. The farther you build, the more you can earn. Remember, longer railroads cost more money to build and take more time to build than shorter railroads. However, if you are the only one controlling the connection between cities, just think of the cash you can collect! You can sell stock in your corporation to raise cash. Of course, you cannot build on land that you do not own so you will have to buy some land or hope for land grants from the government. One last note, before you build, the government must approve your project.

The following cities are in need of railroad service:

Destination	Cost of Construction	Revenue (what you'll get paid)
Minneapolis, MN	5 units of steel + \$100,000 + 2 units of coal	\$5,000,000
Omaha, NE	5 units of steel + \$100,000 + 2 units of coal	\$5,000,000
Fort Worth, TX	5 units of steel + \$100,000 + 2 units of coal	\$5,000,000
New Orleans, LA	5 units of steel + \$100,000 + 2 units of coal	\$5,000,000
Kansas City, MO	5 units of steel + \$100,000 + 2 units of coal	\$5,000,000
Denver, CO	8 units of steel + \$150,000 + 3 units of coal	\$50,000,000
Salt Lake City, UT	8 units of steel + \$150,000 + 3 units of coal	\$50,000,000
El Paso, TX	8 units of steel + \$150,000 + 3 units of coal	\$50,000,000
Los Angeles, CA	12 units of steel + \$300,000 + 5 units of coal	\$250,000,000
Seattle, WA	12 units of steel + \$300,000 + 5 units of coal	\$250,000,000

How to Make Steel: To make steel, you will need coal (fuel), iron ore, cash (to pay workers), and a factory. Coal and iron ore are mined minerals so you will need some land to mine for the resources. Formula for creating steel:

$$3 \text{ units of coal} + 2 \text{ units of iron ore} + \$100,000 = 1 \text{ unit of steel}$$

Playing the Game: Everyone is born into the game with something (look in the envelope you were given):

- Land
- Coal
- Iron
- Money
- Above Average IQ and work ethic



1 Unit of Coal



1 Unit of Coal



1 Unit of Coal



1 Unit of Coal



1 Unit of Coal



1 Unit of Coal



1 Unit of Coal



1 Unit of Coal



1 Unit of Coal



1 Unit of Coal



1 Unit of Coal



1 Unit of Coal



1 Unit of Iron



1 Unit of Iron



1 Unit of Iron



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US History Frameworks for the Georgia Standards of Excellence in Social Studies



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Above Average IQ and strong work ethic



Above Average IQ and strong work ethic



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Above Average IQ and strong work ethic



Above Average IQ and strong work ethic



Above Average IQ and strong work ethic



Above Average IQ and strong work ethic



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US History Frameworks for the Georgia Standards of Excellence in Social Studies



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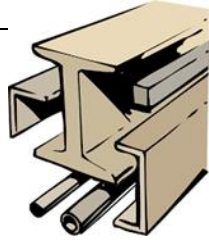
\$1,000,000



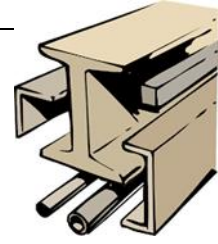
\$1,000,000



\$1,000,000



1 Unit of Steel



1 Unit of Steel



1 Unit of Steel



1 Unit of Steel



1 Unit of Steel



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1 Unit of Steel



1 Unit of Steel



1 Unit of Steel



1 Unit of Steel



1 Unit of Steel



1 Unit of Steel

Inventions That Changed America

Students will use Patent Drawings from the Library of Congress to learn about the Inventions that impacted this time period of the late 19th and early 20th centuries. Students will complete a graphic organizer and ultimately judge what they consider to be the most important inventions of their lifetime.

GSE Standards and Elements	<p>SSUSH11 Examine connections between the rise of big business, the growth of labor unions, and technological innovations.</p> <p>c. Examine the influence of key inventions on U.S. infrastructure, including but not limited to the telegraph, telephone, and electric light bulb.</p>
Literacy Standards	<p>L11-12RHSS2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>L11-12RHSS3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
Social Studies Matrices	<p>INFORMATION PROCESSING SKILLS</p> <p>5. Identify main idea, detail, sequencing, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>10. Analyze artifacts</p> <p>11. Draw Conclusions and make generalizations</p>
Enduring Understanding(s)	<p>Production, Distribution, and Consumption</p>

Teachers should use the following site for patent drawings:

<https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Patents.pdf>

1. Teachers should use the drawings for the telephone and light bulb and then choose five other patent drawings.
2. Students should analyze the drawings (without labels) to determine the identity of each invention.
3. The teacher circulates and helps confirm correct answers and help students that are stumped.

Name _____

Inventions that Changed America

Invention 1

1. What is it?
2. What does it do? (one complete sentence)
3. How does it impact your life today? How would your life be different without it? (one complete sentence)

Invention 2

1. What is it?
2. What does it do? (one complete sentence)
3. How does it impact your life today? How would your life be different without it? (one complete sentence)

Invention 3

1. What is it?
2. What does it do? (one complete sentence)
3. How does it impact your life today? How would your life be different without it? (one complete sentence)

Invention 4

1. What is it?
2. What does it do? (one complete sentence)
3. How does it impact your life today? How would your life be different without it? (one complete sentence)

Invention 5

1. What is it?
2. What does it do? (one complete sentence)
3. How does it impact your life today? How would your life be different without it? (one complete sentence)

Invention 6

1. What is it?
2. What does it do? (one complete sentence)
3. How does it impact your life today? How would your life be different without it? (one complete sentence)

Invention 7

1. What is it?
2. What does it do? (one complete sentence)
3. How does it impact your life today? How would your life be different without it? (one complete sentence)

Culminating Activity

On another sheet of paper, draw what you feel are the three most significant inventions of your lifetime so far. Underneath, describe what each does and how your life would be different without that invention.

Ellis Island Simulation

This simulation helps students understand the process immigrants went through to enter the United States at Ellis Island. Most students will be divided into “families” and will attempt to navigate through Ellis Island for admission to the United States. A few students will act as inspectors. Teacher instructions, student activity roles, and the activity handout and reflection sheet follow on the next pages.

As with any instructional activity, consider how some students might respond to all elements of this simulation. Review all elements carefully to determine if this simulation is appropriate for your students. Determine roles and outcomes with sensitivity to meet individual students needs.

GSE Standards and Elements	<p>SSUSH11 Examine connections between the rise of big business, the growth of labor unions, and technological innovations.</p> <p>d. Describe Ellis and Angel Islands, the change in immigrants’ origins and their influence on the economy, politics, and culture of the United States.</p>
Literacy Standards	<p>L11-12WHST2- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
Social Studies Matrices	<p>INFORMATION PROCESSING SKILLS</p> <p>3. Identify Issues and/or problems and alternative solutions</p> <p>11. Draw Conclusions and make generalizations</p>
Enduring Understanding(s)	<p>Culture Movement/Migration</p>

Ellis Island Simulation Teacher Instructions

Roles in the Simulation:

Immigrant families: Most students will play this role. Assign students to families using the “Ellis Island Immigrant Family instructions.” They will use this information to create a passport and then attempt to navigate their way through Ellis Island to be granted entry into the United States.

Inspectors: You will need four inspectors total per class. Three should be students and the fourth should be a teacher. This works best with students who are fluent in a foreign language as most immigrants coming through Ellis Island did not speak English. Give the students the Inspector Role sheet.

Legal Inspector: This inspector will check to make sure immigrants have the legal qualifications to enter the US including where they are traveling from and what the family’s final destination is in the US, evidence of a clean criminal record, how to they plan to make money, etc.

Intelligence Inspector: This is where it really helps to have a foreign language speaker. This inspector will have the “immigrants” read sentences (if in another language), do math problems, solve puzzles, etc.

Health Inspector: This inspector will circulate through the “immigrants” as they wait in line to meet with the inspectors above. The health inspector should be given stickers or a stamp to place on the

“Welcome to America!” sheet of anyone with a suspicious health condition: someone who coughs or sneezes, scratches their head/body, etc.

Financial Inspector: This is a station where a teacher should be posted. Immigrants had to be able to prove that they had \$25 with them. The teacher will ask if the family has \$25 and make them show the money.

If “immigrants” fail any of the inspections above, they can be detained.

Day Before the Simulation:

Identify which students have foreign language skills and/or volunteer to be inspectors. You will need the three student inspectors listed above for each class participating.

Place all remaining students into “families” using the “Ellis Island Immigrant Family Instructions.” Once in their families, groups can work out the details of their journeys and make their passports while the teacher talks to the inspectors about what their roles will be.

Teacher Set Up Before the Simulation:

Teachers will need to set up their classrooms for this simulation in advance. The Legal and Intelligence Inspectors will need a desk or table at which to conduct their inspections. The families will line up to meet with them.

This simulation works well if multiple classes participate. A larger space or multiple classrooms will be needed to a multi-class simulation.

Determine where Detained Families will wait and where students will go when they are granted entry to America.

The teacher will need to make copies of “Welcome to America!” and the “Ellis Island Simulation Reflection” for students.

Simulation Procedure:

Legal and Intelligence Inspectors are placed at desks. Immigrant families stand in line to be inspected. The health inspector circulates while the families are in line. The last inspection is the financial inspector (a teacher). It will take a few minutes before students arrive at the final station, so teachers should circulate and monitor students. When the last inspection is complete, students are either sent to be detained or to the spot designated as America. While there, they complete the Ellis Island Simulation Reflection Sheet.

Ellis Island Activity Immigrant Family Instructions

Ellis Island Activity

When new immigrants from Europe came to the United States, their first stop was often Ellis Island. There, they had to pass a series of inspections that determined whether or not they would be allowed to enter the United States. Tomorrow, we will experience “Ellis Island” in class. To prepare for this activity, you need to create a passport. Create this passport on one sheet of copy paper, folded in half. The front should have “Passport of _____” and a seal or symbol to represent that country. On the inside cover, draw a picture of yourself. On the other side, list all of the information below. Tomorrow, you will be put into “family” groups and as you attempt to enter the country.

Home country: France

Hometown: Lyon

Destination: Pittsburg, PA where you have been promised a job

Make up a first name – Your last name is Noel

You are an adult traveling with your children

Include your hair color, eye color, height, weight, etc.

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Home country: France

Hometown: Lyon

Destination: Pittsburg, PA where your family member has been promised a job

Make up a first name – Your last name is Noel

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Home country: France

Hometown: Lyon

Destination: Pittsburg, PA where you have been promised a job

Make up a first name – Your last name is Noel

You are 14 years old traveling with your parents

Include your hair color, eye color, height, weight, etc.

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Home country: Germany

Hometown: Stuttgart

Destination: New York, NY where you have family

Make up a first name – Your last name is Stover

You are in your 40s traveling with your adult children

Include your hair color, eye color, height, weight, etc.

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Home country: Germany

Hometown: Stuttgart

Destination: New York, NY where you have family

Make up a first name – Your last name is Stover

You are an adult traveling with your parents in their 40s and brothers/sisters

Include your hair color, eye color, height, weight, etc.

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Make up a first name – Your last name is Stover

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Home country: Italy

Hometown: Sicily

Destination: New York, NY you have been told it’s easy to get a job

Make up a first name – Your last name is Rossi

You are an adult traveling with your brothers/sisters

Include your hair color, eye color, height, weight, etc.

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Home country: Ireland

Hometown: Cork

Destination: New York, NY because you don't have the money to get any further

Make up a first name – Your last name is Keegan

You are an adult traveling with your spouse and children

Include your hair color, eye color, height, weight, etc.

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Home country: Ireland

Hometown: Cork

Destination: New York, NY because you don't have the money to get any further

Make up a first name – Your last name is Keegan

You are 13 years old traveling with your parents and siblings

Include your hair color, eye color, height, weight, etc.

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Home country: Great Britain

Hometown: Surrey

Destination: Kansas because you want to buy a small farm

Make up a first name – Your last name is Brown

You are in your 40s traveling with your spouse and older children

Include your hair color, eye color, height, weight, etc.

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Home country: Great Britain

Hometown: Surrey

Destination: Kansas because you want to buy a small farm

Make up a first name – Your last name is Brown

You are 19 traveling with your parents and siblings

Include your hair color, eye color, height, weight, etc.

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Home country: Great Britain

Hometown: Surrey

Destination: Kansas because you want to buy a small farm

Make up a first name – Your last name is Brown

You are 17 traveling with your parents and siblings

Include your hair color, eye color, height, weight, etc.

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Home country: Great Britain

Hometown: Surrey

Destination: Kansas because you want to buy a small farm

Make up a first name – Your last name is Brown

You are 16 traveling with your parents and siblings

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Home country: Great Britain

Hometown: Northumberland

Destination: West Virginia because you are skilled coal miners looking for work

Make up a first name – Your last name is Stephens

You are in your early 20s traveling with cousins

Include your hair color, eye color, height, weight, etc.

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Home country: Ireland

Hometown: Cork

Destination: New York, NY because you don't have the money to get any further

Make up a first name – Your last name is Keegan

You are 15 years old traveling with your parents and siblings

Include your hair color, eye color, height, weight, etc.

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Home country: Great Britain

Hometown: Surrey

Destination: Kansas because you want to buy a small farm

Make up a first name – Your last name is Brown

You are 14 traveling with your parents and siblings

Include your hair color, eye color, height, weight, etc.

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Home country: Russia

Hometown: Kiev

Destination: New York City where you hope to find work in a factory

Make up a first name – Your last name is Abramson

You are an adult traveling with your children

Include your hair color, eye color, height, weight, etc.

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Home country: Russia

Hometown: Kiev

Destination: New York City where you hope to find work in a factory

Make up a first name – Your last name is Abramson

You are 14 and traveling with your parents and sibling

Include your hair color, eye color, height, weight, etc.

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Home country: Russia

Hometown: Kiev

Destination: New York City where you hope to find work in a factory

Make up a first name – Your last name is Abramson

You are 16 and traveling with your parents and sibling

Include your hair color, eye color, height, weight, etc.

Inspector Roles

Medical Inspector

Your job is to make sure that people who enter the United States are not a health risk to Americans. Remember, you will be examining only steerage passengers (wealthier passengers were examined on the ship). The medical inspection was the first examination that new immigrants went through when departing the ship.

If you speak a language other than English, use it!

The examinations of most immigrants lasted an average of 6-seconds. During that time, the doctors were looking for symptoms of over 60 illnesses – basically anything that would prevent them from earning a living or might threaten the welfare of the public.

Example diseases:

1. trachoma (infectious eye disease which leads to blindness)
2. diphtheria (infectious upper respiratory illness)
3. tuberculosis (infectious lung disease)
4. measles (infectious respiratory diseases – symptoms include severe skin rash)
5. mental illness
6. physical handicaps (anything that would cause them to be unable to work)
7. anything contagious

Watch your subjects closely. Any of the following could be signs of an illness: sneezing, coughing, wheezing, scratching (skin or in hair), skin color, eyes (bloodshot, the whites discolored, etc). If they display any of these signs, place a sticker on his/her “Welcome to America!” sheet.

If they fail to answer any of these tests, detain them. If one member of a family fails who is over age 12, detain just that person, not the entire family.

Intelligence Inspector

Your job is to make sure that immigrants are educated enough to stay in the United States.

A selection of four tests was used:

1. Basic reading test
2. Simple math questions
3. simple puzzles
4. Count backwards from 20

If you speak a language other than English, use it! You may write your tests in that language!

If they fail to answer any of these tests, detain them. If one member of a family fails who is over age 12, detain just that person, not the entire family.

After the inspection, please note whether he/she has passed or failed on the “Welcome to America!” sheet and sign your name.

Legal Inspection

Your job is to make sure that the immigrants can legally enter the US. You don’t want anyone unsuitable based on their character or inability to work to enter the country. You want them to be productive members of society!

After the immigrant was given a medical exam, they usually waited on benches before being called for their legal inspection. The inspector had the ship’s list of passengers called a Manifest. This gave a list of answers to questions the immigrants had to provide to the ship company before they could sail. The inspectors checked to make sure the answers matched.

For our purposes, use the immigrant passport and information sheet to ask questions.

If you speak a language other than English, use it!

The following are the most important questions asked by inspectors:

1. What is your name?
2. Where is your hometown?
3. What is your occupation?
4. What is your age? Marital status?
5. What is your final destination in America?
6. What kind of work do you plan to do?

If they fail to answer any of these questions, detain them. If one member of a family fails who is over age 12, detain just that person, not the entire family.

After the inspection, please note whether he/she has passed or failed on the “Welcome to America!” sheet and sign your name.

Welcome to America!

Welcome to America and Ellis Island. The immigration process at the island can take 4-5 hours, so be patient. You will be expected to answer questions regarding your background and destination and participate in a medical exam. Beware that if problems arise, there is a possibility of deportation.

Name: _____ Character's name & age: _____

Teacher's Name: _____

Home Country: _____

Destination (city): _____

Names of Family Members traveling with you: _____

Initial Questions/Inspector A

Signature of Inspector A: _____

Notes from Inspector A: _____

Inspector B/ Intelligence tests

Pass: _____ Fail: _____

Signature of Inspector B: _____

Ellis Island Simulation Reflection

1. Were you allowed into the United States? If not, why not?

2. Was your entire family allowed in? If some were not allowed to enter for what reason were they held back?

3. Describe the intelligence test you had to go through? How did that make you feel?

4. What was it like to be questioned about your political beliefs?

5. Did you understand all of the questions from the inspectors? What was it like to have someone continue to question you in a language you had difficulty understanding?

6. Why do you think immigrants had to go through the types of tests you faced?

7. What were some of the difficulties immigrants faced at Ellis Island?

8. Use the space below to write a journal entry describing the experiences of your character as you went through Ellis Island.

Haymarket Activity

In this Inquiry Based Lesson, students will study the 1886 Haymarket bombing in Chicago to better understand the role of labor unions during the Industrial Era. Through the simulation, students will also understand how immigrants were viewed during this time period. All of the instructions and supporting documents can be found here: <http://www.uww.edu/coeps/departments/ci/undergraduate/early-adolescence/social-studies/lessons/lessonplan201011> . A graphic organizer students can use to record their responses appears below as well as a homework writing assignment students will use to summarize their learning.

GSE Standards and Elements	<p>SSUSH11 Examine connections between the rise of big business, the growth of labor unions, and technological innovations.</p> <p>e. Discuss the origins, growth, influence, and tactics of labor unions including the American Federation of Labor.</p>
Literacy Standards	<p>L11-12RHSS6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>L11-12RHSS7 - 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.</p>
Social Studies Matrices	<p>INFORMATION PROCESSING SKILLS</p> <ol style="list-style-type: none"> 3. Identify issues and/or problems and alternative solutions 4. Distinguish between fact and opinion 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources 11. Draw conclusions and make generalizations 12. Analyze graphs and diagrams
Enduring Understanding(s)	<p>Conflict and Change Individuals, Groups, and Institutions</p>

The Haymarket Affair

Question:

Who caused the Haymarket tragedy?

Directions:

Today you are acting as inspectors investigating the Haymarket Affair that you read about last night. To complete this activity, you will organize into precincts of 3 – 4 students. Each group will turn in ONE set of papers.

Governor Altgeld of Illinois wants to know the truth about who caused the Haymarket tragedy. Your job is to find the culprit(s).

Procedure:

1. Get into your groups and clear your desks. Each group will receive a Confidential Case File. This file contains courtroom evidence and testimony available about the case. Review the seven documents for a few minutes to gain a general overview of the issues involved.
2. Next, formulate a group hypothesis in the form of a chronology. Put the documents in chronological order in an attempt to "fit the pieces of the puzzle together." Write the number of your chronology on the document.
3. Keeping the evidence above in order, divide the work evenly among your group members and record the findings on each exhibit sheet. You can reorder the documents as you work if you discover new evidence.
4. When finished, prepare a list of suspects in the Haymarket Bombing Case. Be prepared to share it with the class.
5. Please make note of your findings, as you will be asked for homework to write a short report to explain "Who caused the Haymarket tragedy?". You will receive more information on this later.

Group Member Names:

Exhibit A

Document # _____

1) What kind of document is this?

2) Who composed it?

3) Who is the intended audience?

4) Write a one sentence summary of this document.

5) What is the potential bias in this document?

6) Does this document provide any evidence to point to particular suspects? If so, who and how?

Exhibit E

Document # _____

1) What kind of document is this?

2) Who composed it?

3) Who is the intended audience?

4) Write a one sentence summary of this document.

5) What is the potential bias in this document?

6) Does this document provide any evidence to point to particular suspects? If so, who and how?

Exhibit F

Document # _____

1) What kind of document is this?

2) Who composed it?

3) Who is the intended audience?

4) Write a one sentence summary of this document.

5) What is the potential bias in this document?

6) Does this document provide any evidence to point to particular suspects? If so, who and how?

List of Suspects:

Haymarket Tragedy Homework

Individually you will write a three paragraph report to Governor Altgeld answering the question: "Who caused the Haymarket tragedy?" Address each of the following questions in your report:

- What social and economic changes were happening in the US when the Haymarket events occurred? Think about everything we have talked about this week regarding the era of post-Reconstruction change in America.
- Describe, in detail, what happened at the Haymarket? (This was from last week's reading in your textbook.)
- Who do you think was responsible for the tragedy? Be sure to support your opinion with evidence.

No additional research is necessary to complete this assignment. Use what you learned from your textbook, our discussions in class this week, and from the documents reviewed for this activity. I'm not looking for you to have the "right" answer because, even today, no one is entirely sure what the "right" answer is. I am looking for you to support your opinion with evidence.

Muckraker Activity

In groups, students will complete two activities about one of the Muckrakers. Students will design a book jacket for their work and then put together a social media campaign. Student handout is on the next page.

GSE Standards and Elements	<p>SSUSH13 Evaluate efforts to reform American society and politics in the Progressive Era.</p> <p>a. Describe the influence of muckrakers on affecting change by bringing attention to social problems.</p>
Literacy Standards	<p>L11-12WHST4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Social Studies Matrices	<p>INFORMATION PROCESSING SKILLS:</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>8. Identify social studies reference resources to use for a specific purpose</p> <p>11. Draw conclusions and make generalizations</p>
Enduring Understanding(s)	<p>Beliefs and Ideals</p>

Muckraker Activity

Directions: In groups of three, complete the two activities below for your assigned Muckraker.

Activity 1 - Make a book jacket for the most famous book written by your assigned Muckraker.

Your book jacket should include:

1. Front cover: Include an illustration of the book, title, and author
2. Top Back Cover: summary of book (1 paragraph)
3. Bottom of Back Cover: background of author (1 paragraph)

Activity 2 – Choose ONE of the Social Media projects below to support the release of the author’s book.

Option 1 – Create three selfies of the author while he/she was researching the book.
These selfies can be hand drawn or can be photographs.

Option 2 – Create ten tweets, including any relevant hashtags, created by the author while he/she was researching the book.

Muckrakers:

Upton Sinclair

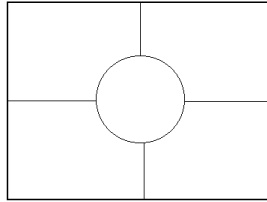
Ida Tarbell

Jacob Riis

Lincoln Steffens

Jim Crow Laws Poster Assignment

Directions: In groups of four, you will create a Frayer Diagram poster on a piece of butcher block paper. A Frayer Diagram looks like this:



Construction of Your Poster: Be sure to place a title in the center of the diagram. The four boxes that surround the center should contain the following information:

1. A description and examples of the Jim Crow laws.
2. Examples of the inclusion of the Jim Crow laws in State Constitutions
3. Information about the Supreme Court's decision in the *Plessy v. Ferguson* case.
4. Efforts by the NAACP to fight the Jim Crow laws (NAACP)

In addition to basic information, posters should include primary resources such as laws, quotations from court decisions, etc. See the rubric for more details.

Research Material: The following websites are suggested for research:

Jim Crow Laws (requires sign up for free account) - <https://www.icivics.org/teachers/lesson-plans/jim-crow>

Jim Crow Laws by State:

https://en.wikipedia.org/wiki/List_of_Jim_Crow_law_examples_by_state

Plessy v. Ferguson - <https://www.oyez.org/cases/1850-1900/163us537> OR
http://landmarkcases.org/en/landmark/cases/plessy_v_ferguson

NAACP - <http://www.naACP.org/oldest-and-boldest/>

Principles of the Niagara Movement - <http://math.buffalo.edu/~sww/0history/hwny-niagara-movement.html>

You are not limited to these sources – students are free to do additional research.

Group Member Names _____

Jim Crow Laws Rubric/Checklist

Each poster must contain the following –

Title _____ / 2 points

Jim Crow Laws

Description – what were they? What did they do? _____ / 2 points

Examples (5 minimum) _____ / 3 points

Document inclusion (3 minimum) _____ / 2 points

Jim Crow Laws in State Constitutions

Minimum 5 examples _____ / 4 points

Document/quotation inclusion (3 minimum) _____ / 3 points

Plessy v. Ferguson

Background of Court Case _____ / 2 points

What was the decision? _____ / 3 points

Minimum inclusion of 1 quotation from decision _____ / 2 points

Efforts to fight the Jim Crow laws

Why was the Niagara movement/NAACP founded _____ / 2 points

Who founded it? _____ / 1 points

Minimum inclusion of 5 goals of the movement _____ / 4 points

TOTAL _____ / 30 points

Dangers of Working in a Factory

Students will study the Triangle Shirtwaist Factory Fire to learn about the conditions of workers and immigrants, the purpose of labor unions, and Progressive reforms. This lesson uses primary sources such as newspaper articles, photographs, and drawings of the building. Teachers should allow students to read the article in Part 1 on their own. After discussing it, teachers should go through Parts 2 and 3 with the students before allowing them to finish Parts 4 and 5 on their own. The student handout begins on the next page.

GSE Standards and Elements	<p>SSUSH13 Evaluate efforts to reform American society and politics in the Progressive Era.</p> <p>d. Describe Progressive legislative actions including empowerment of the voter, labor laws, and the conservation movement.</p>
Literacy Standards	<p>L11-12RHSS1- 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.</p>
Social Studies Matrices	<p>INFORMATION PROCESSING SKILLS:</p> <p>3. Identify Issues and/or problems and alternative solutions</p> <p>5. Identify Main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>11. Draw conclusions and make generalizations</p>
Enduring Understanding(s)	<p>Conflict and Change</p>

Name _____

The Dangers of Working in a Factory: The Triangle Shirtwaist Factory Fire

This assignment uses information from Cornell University's "Remembering the 1911 Triangle Factory Fire" website: <http://trianglefire.ilr.cornell.edu/index.html> .

Part 1 – The New York Times Article about the Fire, March 26, 1911

Directions: Under "Learn About the Fire," click "Review original text documents." Under "Fire! Newspaper and Magazine Articles," click the first article from the *New York Times*, "141 Men and Girls Died in Waist Factory Fire." Read the introduction and the section entitled "All Over in Half an Hour."

Questions:

1. How many people died in the Triangle Shirtwaist Fire?
2. How did many of the victims die?
3. Why couldn't the workers get out of the building when it caught on fire?
4. Why wasn't the building better equipped to allow the workers to escape?

Part 2 – Victims of the Fire

Return to the site's homepage and click "Learn About The Fire," and then "Read the Story of the Fire."

After reading the introduction, click "Victims List" to the right.

5. In looking at the list and clicking on a few of the names, what generalizations can you make about the victims?
 - Gender?
 - Age?

- Home Country?
- Religion?

Click Back. Under related resources, click “9th Floor Model.”

6. After looking at the model, what items made the inside of this so-called fireproof building so flammable?

7. What obstacles prevented the workers on the 9th floor from being able to get out of the building?

8. What problems prevented the fire department from being able to help people and put the fire out?

Part 3 – Photos from the Factory and the Fire

Click back. From the main page underneath “Learn about the Fire,” click “View Photographs and Illustrations.”

Start with the photos labeled “Workers and Working Conditions.” Pay close attention to photos 7, 11, 12, 14, 16, 24.

9. What kinds of conditions are these people working in?

10. What made this work dangerous or harmful to one’s health?

Click Back. On the right, click “Triangle Fire.”

Pay close attention to photos 4, 5, 6, 8, 10, 12, 15, 16, 17, 18.

11. Describe the scene outside the building during and after the fire.

12. In looking at the pictures of the inside of the building, what made it more difficult for the workers to get out?

Part 4 – Trial

Return to the Main Page. Under “Learn About the Fire,” click “Read the Story of the Fire.” On the top of the page, there are two rows of options. On the second row that begins with “Introduction,” click the last option- “Investigation and Trial.” Read the article and answer the question.

13. Why do you think there was never any real punishment for the owners of the Triangle Shirtwaist Factory?

Part 5 – Reform

On the top of the last page, click “Legacy” and read about the legacy of the fire to answer the next questions.

14. How did the fire impact future workers in New York?

Spanish American War Newspaper

Students will design and create a newspaper about an important event of the Spanish American War in order to learn more about the war itself and yellow journalism. The newspaper will be completed in groups and will contain headlines, articles, photographs, and political cartoons. Student instructions and a rubric follow.

GSE Standards and Elements	<p>SSUSH14 Explain America’s evolving relationship with the world at the turn of the twentieth century.</p> <p>a. Describe how the Spanish-American War, war in the Philippines, and territorial expansion led to the debate over American imperialism.</p>
Literacy Standards	<p>L11-12WHST6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>L11-12WHST7- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
Social Studies Matrices	<p>INFORMATION PROCESSING SKILLS:</p> <p>4. Distinguish between Fact and Opinion</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>11. Draw conclusions and make generalizations</p> <p>15. Determine adequacy and/or relevancy of information</p> <p>17. Interpret political cartoons</p>
Enduring Understanding(s)	<p>Conflict and Change</p>

Teachers should assign the following dates, one per group. Give students the date only and let them research the date.

- A. February 24, 1895 (Second Cuban Insurrection)
- B. February 16, 1896 (General Weyler issues first orders to put Cuban rebels in concentration camps)
- C. February 9, 1898 (DeLome Letter criticizing President McKinley printed)
- D. February 15, 1898 (February 15, U.S.S. Maine explodes in Havana Harbor)
- E. April 23, 1898 (Spain declares war on US)
- F. April 25, 1898 (US declares war on Spain)
- G. May 1, 1898 (Dewey defeated Spanish in the Philippines)
- H. July 1, 1898 (Rough Riders took San Juan Hill and Kettle Hill)
- I. August 9, 1898 (Miles defeats the Spanish in Puerto Rico)
- J. December 10, 1898 (Treaty of Paris ends the war)
- K. February 6, 1899 (Senate ratifies treaty)

Spanish American War Newspaper

Directions: Each group of 3 - 4 people will be assigned one date from 1898 – the period of the Spanish American War. Your group’s job will be to create your own newspaper about that date containing the following:

- Your newspaper must use a name of an actual newspaper from the time period.
- Create a headline for the important event.
- Have one main article (minimum two paragraphs) that relates to the event in the headline that your group wrote – DO NOT COPY AND PASTE!
- Have one article (minimum two paragraphs) that explains what led up to that event. Have it tell any important past events. Your group should write this article – DO NOT COPY AND PASTE!
- Have at least two pictures that relate to the event.
- Have one political cartoon that relates to the event.

See the grading rubric for more details about what your newspaper must contain.

Remember, this newspaper should be in the style of Yellow Journalism.

Product: Your group should turn in a completed newspaper using a template from Microsoft Word, Publisher, etc.

Helpful Websites:

Chronicling America – includes historical newspapers including the dates in question

<http://chroniclingamerica.loc.gov/>

Spanish American War Chronology

<http://www.loc.gov/rr/hispanic/1898/chronology.html>

Spanish American War Newspaper Rubric **Group Member Names:**

	4 points	3 points	2 points	1 point	0 points	Total	
Newspaper Name:	The name of an actual newspaper of the period.	The name of an actual newspaper of the period.	The name of an actual newspaper.	A ridiculous name for the newspaper.	No name for the newspaper.		
Headline:	1. Headline depicts the event that happened on the date you were given.	1. Headline depicts the event that happened on the date you were given.	1. Headline depicts the event that happened on the date you were given.	1. Headline does not depict the event that happened on the date you were given.	1. No headline.		
	2. Newspaper should be dated the day after your event took place.	2. Newspaper should be dated the day after your event took place.	2. The date is not the day after the event.	2. The date is not even close to the date of the event.	2. There is no date.		
	3. Uses "Yellow Journalism".	3. Uses "Yellow Journalism".	3. Not very exaggerated "Yellow Journalism".	3. Poorly used "Yellow Journalism".	3. Not in the "Yellow Journalism" style.		
	4. Very catchy. Makes me want to buy the newspaper.	4. Somewhat catchy. Makes me want to buy the newspaper.	4. Somewhat catchy.	4. Not very catchy.	4. Not catchy.		
Main Article:	1. Relates to the event that is in the headline.	1. Relates to the event that is in the headline.	1. Relates to the event that is in the headline, but gets off track somewhat.	1. Talks about the event a little, but then tells about other things.	1. Does not relate to the event.	_____	
	2. Accurate facts.	2. Accurate facts.	2. Most of the article has accurate facts.	2. Only a few facts are accurate. Most are made up.	2. No facts.		x 2
	3. "Yellow journalism" style.	3. Somewhat in "Yellow journalism" style.	3. Not very much "Yellow Journalism" in the article	3. "Yellow journalism" is not used.	3. No "Yellow Journalism" present.		
Second Article:	1. Tells the events that led up to the event in the main article.	1. Tells most of the events that led up to the event in the main article.	1. Tells some of the events that led up to the event in the main article.	1. Tells a few of the events that led up to the event in the main article.	1. Does not tell any of the events that led up to the event in the main article.	_____	
	2. Facts are accurate.	2. Most facts are accurate.	2. A few facts are accurate.	2. Facts are not accurate.	2. No facts.		x 2
	3. Totally in "Yellow Journalism" style.	3. Somewhat in "Yellow Journalism" style.	3. Not very much in "Yellow Journalism" style.	3. "Yellow journalism" is not used.	3. No "Yellow Journalism" present.		
Pictures:	1. Has 2 pictures.	1. Has 2	1. Has 1 picture.	1. Has 1 picture.	1. No picture		

US History Frameworks for the Georgia Standards of Excellence in Social Studies

		pictures.				
	2. Relates to the articles.	2. Relates to the articles somewhat.	2. Has a reference to the article, but could have picked a better picture.	2. No reference to the article.		
Political Cartoon:	1. 1 excellent political cartoon.	1. 1 political cartoon.	1. 1 political cartoon.	1. 1 political cartoon.	1. No cartoon.	
	2. Relates to the articles.	2. Relates to the articles. Somewhat.	2. Has a reference to the article, but could have picked a better cartoon.	2. No reference to the article.		
Class Time:	1. Uses time in class to work on newspaper. Stays on task.	1. Mostly uses time in class to work on newspaper. Veers off task occasionally.	1. Has trouble using time in class to work on newspaper. Sometimes off task.	1. Does not use class time wisely. Mostly off task.	1. Does not use class time to work on the newspaper. Entirely off task.	
					TOTAL _____/	
						36 points

Panama Canal and Roosevelt Corollary Activity

Students will use readings, photographs, and political cartoons to learn about the Panama Canal and the Roosevelt Corollary. The student handout begins on the next page.

<p>GSE Standards and Elements</p>	<p>SSUSH14 Explain America’s evolving relationship with the world at the turn of the twentieth century.</p> <p>b. Examine U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>L11-12RHSS1- 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.</p> <p>INFORMATION PROCESSING SKILLS:</p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>11. Draw conclusions and make generalizations</p> <p>17. Interpret political cartoons</p> <p>Distribution of Power</p>

Name _____

Panama Canal and the Roosevelt Corollary

Part 1 – The Panama Canal

The Panama Canal was begun by the French builders of the Suez Canal in 1881, though the project quickly faltered primarily due to technological limitations and the impact of tropical diseases, most notably malaria. By 1904, the United States, viewing the canal as crucial for economic well being, was ready to take up construction but balked at the price that Columbia, which controlled the canal site, demanded for construction to continue. Rather than acquiesce to Columbia's demands, the United States staged an independence movement in the Columbian state of Panama. Furthermore, the United States stationed naval gunboats off the coast to discourage Columbian interference. The independent nation of Panama quickly agreed to allow the United States to build the canal. By 1904, technological innovations eased construction difficulties for the Americans. The introduction of quinine limited the deaths caused by malaria and improvements in lock technology allowed engineers to overcome the elevation changes that bedeviled the French. When the Panama Canal was completed in 1914, it was regarded as a wonder of the modern world. Twice as long as the Suez Canal in Egypt, the Panama Canal was, at 51 miles, the largest artificial body of water in the world. The canal required over 30 years of intermittent construction and approximately 80,000 laborers, of which an estimated 30,000 died mostly from malaria. Construction of the canal cost the United States approximately \$352 million dollars. By utilizing the canal, a ship sailing from San Francisco to New York could save nearly 8,000 miles.

From http://www.tahg.org/module_display.php?mod_id=93&review=yes



Above: President Theodore Roosevelt at the controls of a steam shovel at the canal site.



Above: The construction of the Panama Canal.

Photo Credits: https://upload.wikimedia.org/wikipedia/commons/0/0f/Roosevelt_and_the_Canal.JPG
https://upload.wikimedia.org/wikipedia/commons/4/49/Panama_Canal_under_construction,_1907.jpg

1. How does the United States get the land for the Panama Canal? Describe.

2. What were some of the problems Americans had in building the canal? How did they overcome them?

3. Describe at least five characteristics of the completed canal.
 -
 -
 -
 -
 -

Part 2 – Excerpt from the Roosevelt Corollary (1904)

It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. *Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power.* If every country washed by the Caribbean Sea would show the progress in stable and just civilization which with the aid of the Platt Amendment Cuba has shown since our troops left the island, and which so many of the republics in both Americas are constantly and brilliantly showing, all question of interference by this Nation with their affairs would be at an end. Our interests and those of our southern neighbors are in reality identical. They have great natural riches, and if within their borders the reign of law and justice obtains, prosperity is sure to come to them. While they thus obey the primary laws of civilized society they may rest assured that they would be treated by us in a spirit of cordial and helpful sympathy. *We would interfere with them only in the last resort, and then only if it became evident that their inability or unwillingness to do justice at home and abroad had violated the rights of the United States or had invited foreign aggression to the detriment of the entire body of American nations.* It is a mere truism to say that every nation, whether in America or anywhere else, which desires to maintain its freedom, its independence, must ultimately realize that the right of such independence cannot be separated from the responsibility of making good use of it.

Source: <https://www.ourdocuments.gov/doc.php?flash=true&doc=56>

4. Does the United States intend to take additional colonies in Latin America? Cite the excerpt as your evidence.

5. What is the United States' goal in the Western Hemisphere? What is the United States willing to do to achieve that goal?

6. Why does the United States feel this goal is just?

7. When will the United States get involved in the affairs of its neighbors?

Part 3 – Political Cartoons

Directions: Go to <http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/panama-guide/>. Scroll halfway down the page the page and find “Part Two: Activities and Extensions.” There are four political cartoon just below. Choose two and complete a Cartoon Analysis sheet from the National Archives for each.

The Cartoon Analysis Worksheet can be found here:

https://www.archives.gov/files/education/lessons/worksheets/cartoon_analysis_worksheet.pdf

Part 4 – Summarization

Using what you've learned from this lesson, write a paragraph using the following prompt:

Theodore Roosevelt's actions in Latin America were controversial. Why? How did Americans feel about Roosevelt's actions? How did Latin American countries feel about his actions?

Culminating Unit Performance Task

Progressive Era Essay

Students will construct an essay for the prompt below. Teachers should differentiate this assignment for their students in terms of length, but the rubric that follows is for a five-paragraph essay. Teachers may also decide whether the essay is written in class or assigned for homework.

GSE Standards and Elements	<p>SSUSH11 Examine connections between the rise of big business, the growth of labor unions, and technological innovations.</p> <ul style="list-style-type: none"> d. Describe Ellis and Angel Islands, the change in immigrants’ origins and their influence on the economy, politics, and culture of the United States. e. Discuss the origins, growth, influence, and tactics of labor unions including the American Federation of Labor. <p>SSUSH13 Evaluate efforts to reform American society and politics in the Progressive Era.</p> <ul style="list-style-type: none"> a. Describe the influence of muckrakers on affecting change by bringing attention to social problems. b. Examine and explain the roles of women in reform movements. c. Connect the decision of Plessy v. Ferguson to the expansion of Jim Crow laws and the formation of the NAACP. d. Describe Progressive legislative actions including empowerment of the voter, labor laws, and the conservation movement.
Literacy Standards	<p>L11-12WHST1- Write arguments focused on discipline-specific content.</p> <p>L11-12WHST4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L11-12WHST5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
Social Studies Matrices	<p>INFORMATION PROCESSING SKILLS:</p> <ul style="list-style-type: none"> 3. Identify issues and/or problems and alternative solutions 6. Identify and use primary and secondary sources 11. Draw conclusions and make generalizations
Enduring Understanding(s)	<p>Conflict and Change</p>

Culminating Unit 6 Performance Task

How did the Progressives address the problems of the Industrial Era? Choose three groups and address the impact of the Progressive era on each.

U.S. HISTORY FREE RESPONSE RUBRIC

Name: _____

Topic: _____

Total points: _____

Grade Conversion: _____

INTRODUCTORY AND CONCLUSION PARAGRAPHS	Intro.	Conclusion	
Outstanding: Introduction or conclusion clearly addresses the question w/relevant, accurate background information; Issues to be discussed and a thesis are included; a minimum of 3 sentences	3	3	
Valid: Introduction or conclusion deals with significant issues and trends or some restatement of the question; weaker development of background information; issues to be addressed are not as clearly identified; thesis may be missing; 2 sentences in length	2	2	
Poor: Introduction or conclusion are weak or doesn't address the question; little development of background information; issues to be addressed are not included; thesis missing	1	1	
None: No introduction or conclusion paragraph included	0	0	
Comments:			
CONTENT (Body Paragraphs)	1 st	2 nd	3 rd
Abundant, accurate specifics (dates, people, places, events) which are relevant to the question. Good analysis described and understanding of the question	6	6	6
Demonstrates well-reasoned analysis and relationship of events, and cause and effect. Good use of dates, people, places and events	5	5	5
Some accurate specific information relevant to the question. Basically answers the question	4	4	4
Does not completely answer the question – superficial data and analysis which is limited in depth; fails to answer one part of the question	3	3	3
Superficial; inappropriate or erroneous information; analysis may be absent; error ridden (no real knowledge of the subject matter displayed)	2 or 1	2 or 1	2 or 1
Comments:			
ORGANIZATION			
Standard organization (best for topic) – introduction, body & conclusion	1		
Some elements missing (see above or not covering all topics)	0		

Total Score: _____