United States Studies: The Industrial Revolution to the Present Sixth Grade

Curriculum Guide

August 14, 2014- September 4, 2014

Unit 1: Age of Industry

Suggested Pacing: 6 - 90 minute classes

**Unit At A Glance:**
In this unit, the students will analyze and understand the impact of changing from an agrarian society to an industrial age in which Immigrants, African Americans, labor and industrialists played a significant role in the industrialization and urbanization of the United States. The growth of industry, expansion of the railroad, innovation in communication and new means of production were key components of the second industrial revolution. The increase in Immigration during the late 19th and early 20th Centuries added to the cultural diversity of the country but were not always received with acceptance This unit will utilize primary sources (including photographs, political cartoons, and documents) which will cite specific sources and use multiple perspectives.

▶ In order to access all available resources, click on the hyperlinks in blue.

**ACOS:**
Students will be able to:
6.1 - Explain the impact of industrialization, urbanization, communication, and cultural changes on life in the United States from the late nineteenth century to World War I.

**CCRS Standards**
There are several standards which could apply to this unit within the Alabama Literacy and Writing Standards for Social Studies. As you plan your lessons make attempts to include the standards applicable to your daily lesson.

**Reading and Literacy Standards 6-8**
1. Cite specific textual evidence to support analysis of primary and secondary sources. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

2. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

3. Identify key steps in a text's description of a process related to history/social studies.

**Writing Standards 6-8**

4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

9. Draw evidence from informational texts to support analysis, reflection and research.

**NCSS**

Incorporate the 10 Strands of the National Council for the Social Studies in order to help develop students into informed, civic-minded decision makers of the global society in which we live.

**Enduring Understandings:**

Our society is ever evolving in regards to people, geographical location and has been influenced by scientific and technological developments.

**Essential Question:**

1. Why, when and where did the 2nd Industrial Revolution begin in the United States?
2. What effect did big business have on the United States?
3. How did changes in technology impact society then and now?

**Learning Objective(s):**

- I can analyze a primary document.
- I can explain how immigration lead to urbanization and cultural changes.
- I can describe how technology such as the telephone and newspaper changed ways of communication.
- I can elaborate on how the growth in industry impacted the economy.
- I can compare the lives of others in the past and relate to present day situations.
- I can compose a response to a prompt regarding the Industrial Revolution.

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Key Vocabulary: Academic

- Analyze
- Chronology
- Primary Source

Content Specific:

- Urbanization
- Immigration
- Industrialization
- Big Business
- Skyscrapers
- Mass Communication
- Free Enterprise
- Standard Oil
- Monopoly

Assessments:

Formative assessments can be used to adjust teaching and learning while they are happening within the classroom. Formative assessments can inform both teachers and students when instructional adjustments should be made and helps teachers determine next steps during the learning process. The following are examples of some of the formative assessments teachers can utilize in their classrooms.

Anecdotal Notes:
These are short notes written during a lesson as students work in groups or individually, or after the lesson is complete. The teacher should reflect on a specific aspect of the learning (whether students were able to sequence events correctly) and make notes on the student's progress toward mastery of that learning target. The teacher can create a form to organize these notes so that they can easily be used for adjusting instruction based on student needs.

Postcard: Have students write a postcard (a postcard as a historical figure to another historical figure discussing and describing an historical event).

Ticket out the Door: Give the students a short essay to respond to on an index card as they leave for the day. Their names must be on the card, give students a prompt and tell them how long their response should be (no more than 5 to 7 sentences).

Summative assessments can be used to gauge students’ learning relative to content standards. They are given to determine what students have mastered. Some examples of summative assessments include, but are not limited to the following: state assessments, district benchmarks.
weekly tests, end of unit tests, and end of term exams
Summative Assessment I: Pre-Test, August 25- September 5, 2014
Post-Test, October 1-15, 2014

Instructional Consideration:
Before
The teacher will utilize strategies which motivates students and activates prior knowledge while also reviewing information previously taught. The teacher could implement these strategies

- **Vocabulary Map** - Students will use a vocabulary map to learn new vocabulary words (3 or 4 word) that are instrumental to understanding key concepts. The teacher will first introduce the word(s) and help to stimulate thought about each word. The students will define the word, write in a sentence and draw a picture. The students could also find synonyms for the words. Allow students (by groups) to share their ideas on chart paper creating a gallery walk.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Sentence Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urbanization</td>
<td>An increase in population in cities or towns.</td>
<td>Urbanization began during the Industrial Revolution because of an increase in manufacturing jobs.</td>
</tr>
</tbody>
</table>

- **A K-W-L** Chart tracks what a student knows (K), wants to know (W), and has learned (L) about a topic, and they can be used before, during, and after a lesson. The teacher should connect students prior knowledge about what was happening in the world prior to industrialization. Students will need to understand that there was a major shift following the Civil War and Western Expansion. African Americans were no longer enslaved but there were still barriers following the Emancipation Proclamation. They also need to be
reminded of the expansion westward of the Mississippi and how it impacted Native Americans. Allow students to share their ideas on chart paper creating a gallery walk and continue to add information as unit progresses.

- **Preview and Predict** - activate prior knowledge, generate questions, make predictions and establish purpose for reading. Students will preview the text in a short period of time (3-5 minutes) by viewing and discussing various aspects of the text such as title, author, pictures, opening headings, sub-headings, captions, charts, graphs, tables and outcomes. Encourage students to make predictions about what the text may be about. Students must be able to justify their predictions.

- **Quick Write** - Introduce a concept and connect with prior knowledge or experiences and allow students to discuss and learn from each other. Students should write a short response to a prompt such as

1. Do you think Andrew Carnegie and John Rockefeller were Captains of Industry of Robber Barons?
2. How do you think people communicated with one another before the telephone?
3. Using the map, make a prediction about what role did Birmingham, AL. play in the U.S. Industrial Revolution?

Map of Birmingham (1892)- Birmingham Map- Industrial Revolution

During:
Teachers will utilize strategies across the content to help students improve reading comprehension and critical thinking skills while enhancing their understanding of social studies. Teachers will model comprehension techniques and use explicit instruction which challenges all students to write, listen, talk and think purposely about content. For example, using a guided reading strategy using a [gradual release model](#) a teacher could do the following for this instructional unit (Background).

1) Teacher distributes the [Robber Baron or Captain of Industry](#) research template that students will use for their research.
2) Teacher selects an example of a businessman from the Gilded Age and guides the students through the process of completing the graphic organizer.
3) The teacher teaches students on how to read and the processes of thinking such as visualizing and making connections.

4) The teacher also models ways to decipher the text such as breaking down large chunks of information and making predictions. Teacher can use Andrew Carnegie as an example.

5) Student pairs complete their graphic organizer on their chosen tycoon with the purpose of determining whether or not the person was a “Robber Baron” or a “Captain of Industry.”

6) Teacher facilitates instruction by asking and answering questions, ensuring students are on task and working with struggling students.

Biography: Andrew Carnegie  Cornelius Vanderbilt  John Rockefeller  J.P. Morgan  Leland Stanford

- A **Think Aloud** is a metacognitive strategy that teaches students how to think about thinking. With this strategy, teachers verbalize aloud while reading a selection orally. The purpose of the think-aloud strategy is to model for students how experienced readers construct meaning from a text or while analyzing another document. The students will annotate in the margin the following ideas as they read a text or primary/secondary source.

<table>
<thead>
<tr>
<th><strong>Steps to a Think Aloud</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw on background knowledge as they read</td>
</tr>
<tr>
<td>Make predictions as they read</td>
</tr>
<tr>
<td>Visualize the events of a text as they read</td>
</tr>
<tr>
<td>Recognize confusion as they read</td>
</tr>
<tr>
<td>Recognize a text's structure/organization as they read</td>
</tr>
<tr>
<td>Identify/recognize a purpose for reading</td>
</tr>
<tr>
<td>Monitor their strategy use according to the purpose for reading the text</td>
</tr>
</tbody>
</table>

-Writing Templates- Students will work individually or in groups using writing templates to further student understanding of topics. The template or prompt must include making connections to text, allowing the student to explain the ideas in their own words and asking students to identify misunderstanding and/or to identify questions. Using **SQ3R Strategy** students will comprehend text or reading passages. SQ3R (Vacca and Vacca, 1989) is an acronym for scan, question, read, reread and recheck.
After:

- Using **Exit Slips** in the classroom helps students reflect on what they have learned and express what or how they are processing information. Exit Slips easily incorporate writing into the content area classroom and require students to think critically. The teacher will ask students to reflect on the lesson or give a prompt which documents learning (**write one thing you learned**), emphasizes the process of learning (**I didn’t understand**), or evaluates effectiveness of instruction (**did you enjoy working in small groups**).

- **3-2-1** - The idea is to give students a chance to summarize some key ideas, rethink them in order to focus on those that they are most intrigued by, and then pose a question that can reveal where their understanding is still uncertain. Often, teachers use this strategy in place of the usual worksheet questions on a chapter reading, and when students come to class the next day, you're able to use their responses to construct an organized outline, to plot on a Venn diagram, to identify sequence, or isolate cause-and-effect. This is relevant to student because the discussion is based on the ideas that they identified, that they addressed, that they mentioned in class. The teacher and student will assess students understanding following a lesson by asking students to give 3 important details, 2 connections or things they found interesting and 1 question they still have unanswered.

- **Google Form or Edmodo** - The student will type in responses using Google Form or Edmodo. Student who do not respond typically respond in class may more readily utilize technology to respond virtually. Using this formative assessments requires technology. Teachers and students will need internet access and computer to incorporate these strategies in the class. The teacher could also use Twitter or Instagram to measure
students’ understanding through the progression of a lesson.

To facilitate many of the suggested instructional consideration strategies, technology should be used throughout this unit to enhance student learning. Teachers should employ varied sources of technology to integrate reading and writing in the content area. For instance, the Promethean Board can be used to utilize interactive activities, teach active reading strategies, review reading skills, introduce historical time periods, and facilitate discussion questions. The use of technology tools promotes collaboration and engagement in whole-class or small-group lessons. In an effort to facilitate ongoing learner participation and real-time assessment, teachers can also use the Presentation Plus CD which accompanies your textbook. (See the Technology section at the end of this guide.)

✶ Pre-AP strategies to consider (explain)

The teacher will utilize strategies incorporated in College Boards Pre-AP suggested materials such as APPARTS (explained below). As a part of the Pre-AP course students should develop skills which increases rigor such as analyzing political cartoons and other artifacts of history which requires them to think analyze and justify conclusions. Allow students to focus on one article in the newspaper. It has advertisements and articles. Encourage students to think about mass communication and how it influences our culture.
<table>
<thead>
<tr>
<th>Author</th>
<th>Who created the source? What do you know about the author? What is the author’s point of view?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place and time</td>
<td>Where and when was the source produced? How might this affect the meaning of the source?</td>
</tr>
<tr>
<td>Prior knowledge</td>
<td>Beyond information about the author and the creation of the source, what do you know that would help you further understand the primary source?</td>
</tr>
<tr>
<td>Audience</td>
<td>For whom was the source created and how might this affect the reliability of the source.</td>
</tr>
<tr>
<td>Reason</td>
<td>Why this source was produced and how might this affect the reliability of the source?</td>
</tr>
<tr>
<td>The main idea</td>
<td>What point is the source trying to convey?</td>
</tr>
<tr>
<td>Significance</td>
<td>Why is this source important? Ask yourself, “So what?” in relation to the question asked</td>
</tr>
</tbody>
</table>

**Differentiation:**

**Intervention:**

The teacher will use small group setting to focus on guided reading. The teacher can use a Fix-It Strategy to help students with unknown words (Klingner & Vaughn, 1999). When confronting an unknown word in a reading selection, the teacher will guide the student to apply the following vocabulary ‘fix-up’ skills: Fix-UpStrategyExplanationSheet.doc

- Read the sentence again or paragraph again.
- Read the sentences before and after the problem sentence for clues to the word’s
meaning.
- See if there are prefixes or suffixes in the word that can give clues to meaning.
- Break the word up by syllables and look for ‘smaller words’ within.

**On level:**
The teacher will use group/partner activity for **Read_Talk_Write strategy**. This is designed to allow students to practice using a multitude of skills which directs students on how to monitor their own comprehension of a text. The teacher will partner students, the pair/group reads silently for specified amount of time (2 minutes), students close the book or passage, the partners each takes turns explaining what they have read (main idea, author’s purpose, etc.) and the students each write a summary of the passage or reading at the end of activity.

**Accelerated:**
The teacher will use a simulation strategy for students to role-play living during the time period. A simulation is a form of experiential learning. Simulations are instructional scenarios where the learner is placed in a "world" defined by the teacher. They represent a reality within which students interact. The teacher controls the parameters of this "world" and uses it to achieve the desired instructional results. Simulations are in way, a lab experiment where the students themselves are the test subjects.

Or
The students can create a [podcast](#), [Prezi presentation](#) or [digital story](#) comparing and contrasting the U.S. Industrial Revolution to present day situations. The students could choose the type of presentation they prefer to display knowledge of the subject.

**Accommodations: ELL/SPED**
[WWW.wida.us/standards/CAN_DOs/](#)
The descriptors provide a starting point for working with ELs. It serves as a tool for planning. The descriptors provide a continuum of English language development. As teachers become aware of their students English levels of proficiency, the descriptors provide sensory, graphic and interactive support needed to facilitate ELs' access to content.

Adaptations, accommodations, and modifications need to be individualized for students, based
upon their needs as determined by the students’ Individual Education Plan (I.E.P.) and their personal learning styles and interests. It is not always obvious what adaptations, accommodations, or modifications would be beneficial for a particular student, or how changes to the curriculum, its presentation, the classroom setting, or student evaluation might be made. However, some suggestions for maximizing students’ learning could include giving the student extra time to complete assignments or tests, breaking up testing over several days, working in a small group, working one-on-one with the teacher, reducing the difficulty of assignments, reducing the reading level, using a student/peer tutor, allowing answers to be given orally or dictated and using a word processor for written work.

<table>
<thead>
<tr>
<th>Technology: (Hardware)</th>
<th>Technology: (Software)</th>
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<tbody>
<tr>
<td>• Promethean Board</td>
<td>• American Journey Presentation Plus</td>
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<td>• Promethean Clickers</td>
<td>• Vocabulary Puzzlemaker CD</td>
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<td>• Document Camera</td>
<td>• Interactive Tutor</td>
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<td>• ExamView Pro Testmaker CD-ROM</td>
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<td>• Audio Program</td>
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<td>• American History Primary Source Document Library CD-ROM</td>
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<td>• MindJogger Videoquiz</td>
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<td>• Presentation Plus! CD-ROM</td>
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<td>• TeacherWorks CD-ROM</td>
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<td>• Interactive Student Edition CD-ROM</td>
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<td>• Glencoe Skillbuilders Interactive Workbook CD-ROM, Level 1</td>
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<tr>
<td></td>
<td>• The American Journey Video Program</td>
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<td>• American Music: Hits Through History</td>
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<tr>
<th>Materials</th>
<th>Supplemental Resources</th>
<th>Online Resources</th>
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<tr>
<td>American Journey TE</td>
<td>Materials/Supplemental Resources</td>
<td><a href="http://www.alex.alsde.edu">www.alex.alsde.edu</a></td>
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<tr>
<td>• Daily Focus Skills</td>
<td>Graphic Organizers-</td>
<td>Promethean Planet Flipchart IR</td>
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<tr>
<td>• Interpreting</td>
<td>VocabularyMap.pdf</td>
<td>• formative-assessment-</td>
</tr>
<tr>
<td>Political</td>
<td>PreviewReading.pdf</td>
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<td></td>
<td>Writing in the content</td>
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Real World Connections: During the Industrial Revolution, people flocked to the “Magic City” to find work in the ever growing factories that offered economic opportunities. Many areas in Birmingham played a major role during the industrial revolution. For example, Ensley was founded as a suburb of Birmingham by Enoch Ensley and he used his resources to purchase controlling interest in the Ensley Land Company which manufactured the first open hearth to produce steel. The railroads which connected at Sloss Furnaces was very vital to the industrial revolution and helped to give Birmingham the moniker “Magic City”. Sloss Furnaces and Vulcan Park are excellent resources to reinforce these introductory units. Utilize these resources or connections to these resources to help students understand Birmingham’s past and how the economic (job) focus has changed over the years (NCSS Strand: Time, Continuity and Change)

Promethean Planet has a wealth of flip charts and hands-on activities which would integrate technology throughout the unit. A free login is required to access free materials.

Looking Ahead:
The next unit of study will involve:
- The Progressive Movement
- The Progressive Era Presidents
- Social Reformers
- Immigrants
- Problems from the growth of cities
- Prohibition
- Suffrage
- Passage of the 18th, 19th, 20th, and 21st Amendments to the U.S. Constitution.
References:


TCM Staff. (2012). *Secondary: Successful Strategies for Reading in the Content Areas*. Huntington Beach: Shell Education.

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United States Studies: The Industrial Revolution to the Present Sixth Grade

Curriculum Guide

September 5, 2014- September 22, 2014

Unit 2: Progressive Era

Suggested Pacing: 6 days – 90 minute A/B Day Block Scheduling

Unit At A Glance:
In this unit, students will understand the reforms put in place to change social conditions which impacted the lives of Americans from 1889 to 1920 during the Progressive Movement. Students will analyze problems brought on by industrialization, increased immigration and the growth of cities. Students will investigate who the Progressive reformers were, their beliefs, what problems they hoped to solve, and their methods to bring about change. Students will also assess how successful they were in solving these problems. The students will also grasp the goals and initiatives of the Early Civil Rights Movement and key legislation which changed the U.S. Constitution. This unit will utilize primary sources (including photographs, political cartoons, and documents) which will cite specific sources and multiple perspectives on immigration, political, social and workplace reforms.

In order to access all available resources, click on the hyperlink by holding down the “Ctrl” key. Once the small hand appears, click on the mouse (you must hold the “ctrl” key as you click).

ACOS:
Students will be able to:
6.2 describe reform movements and changes in social conditions during the Progressive Era in the US.
• Relating experiences of new immigrants
• Identify working conditions before and after workplace reforms
• Identify leaders associated with specific political and social reforms
• Recognizing goals of the early civil rights movement
• Explain key details of the Progressive Movement in specific amendments to the Constitution.

CCRS Standards

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2. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
3. Identify key steps in a text's description of a process related to history/social studies.

**Writing Standards 6-8**

4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
9. Draw evidence from informational texts to support analysis, reflection and research.

**NCSS**

Incorporate the 10 Strands of the [National Council for the Social Studies](https://www.ncss.org) in order to help develop students into informed, civic-minded decision makers of the global society in which we live.

**Enduring Understandings:**

Regardless of perception as it relates to social, political and economic contradictions, individuals and groups constantly work to change oppressive elements of society.

**Essential Question:**

1. What difficulties do people face as they transition from one country to another?
2. How do social reforms occur throughout history?
3. How do social reformers go about formulating legislative changes in the United States?

**Learning Objective(s):**

I can describe the experiences of the immigrants.
I can list key reformers.
I can explain key details regarding the 18th, 19th, 20th and 21st Amendments.
I can analyze a primary and secondary source.
I can compose a response to a prompt regarding the Progressive Era.

**Key Vocabulary:**

<table>
<thead>
<tr>
<th>Academic</th>
<th>Content Specific</th>
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Assessments:

**Formative assessments** can be used to adjust teaching and learning while they are happening within the classroom. Formative assessments can inform both teachers and students when instructional adjustments should be made and helps teachers determine next steps during the learning process. Also teachers can ask students to do one of the following:

- **One Minute Essay:** After the teacher relays new information to the students, give them one minute to write a short essay about what they have learned.

- **Three Minute Pause:**
  After the teacher presents new material, she asks the students to think for three minutes about what they have learned. They can jot down notes or sketches to show what they have learned.

- **Ticket out the Door:**
  Give the students a short essay to respond to on an index card as they leave for the day. Their names must be on the card. It is imperative that the teacher gives students feedback on their responses from time to time.

**Summative assessments** can be used to gauge students’ learning relative to content standards. They are given to determine what students have mastered. Some examples of summative assessments include, but are not limited to the following: state assessments, district benchmarks, weekly tests, end of unit tests, and end of term exams

**Summative Assessment I: Pre-Test, August 25- September 5, 2014**
**Instructional Consideration:**

**Before:**

The teacher should consider beginning the lesson by discussing and completing a **K-W-L**.

- A **K-W-L** is a graphic organizer that can be used to make connections to the previous unit of study. Students recently learned about industry, how people moved from rural areas to cities and why.

- A **Quick Writes** introduces a concept and connect with prior knowledge or experiences and allow students to discuss and learn from each other. For example, the teacher could allow the students to view primary resources of immigrants ship used to transport people to America.

- **Make Predictions**- Ask students to look at the ship’s hold and imagine being a passenger traveling to America on that ship. What are some of the experiences do you think the passengers endured on the ship?

  1. How did immigrants imagine America? What do you think was the immigrants’ first experience like in America?
  2. How did immigration changes? Make predictions (if we were to look an immigration map today, where would be the home country of most immigrants?) and use map skills to read graph.

**During:**

In order to help students understand the experiences of immigrants and new workers into the United States teacher could use the following:

- **Simulation:** is a replication of an event or concept through the teacher's manipulation of the classroom setting in order to enhance students' understanding of the nature of the concept or event. The teacher will show a video of immigrants coming into the United States ([Part 1 here](#) and [Part 2 here](#)). Students will be asked to imagine the experiences of new immigrants to this country.
**Choral Reading**- Teacher will facilitate a read aloud among students about an immigrant’s experience. Click [here](#) for the story of Seymour Rechtzeit.

**Compare and Contrast**- Teachers will facilitate students’ understanding of the two main entry ways into the United States, Ellis and Angel Island. Teachers could use primary source images here ([Angel Island Photo.jpg](#) and [Ellis Island.jpg](#))

**Philosophical Chairs** (AVID Strategy) is a format for classroom discussion that ensures respectful dialogue, mutual understanding, and deep engagement into the subject matter. Below are the [rules](#) for this form of debate and the [report](#) that each students fills out debriefing his or her engagement in the dialogue. Sample question: Should manufacturing and distributing alcohol have remained illegal (Prohibition)?

To facilitate many of the suggested instructional consideration strategies, technology should be used throughout this unit to enhance student learning. Teachers should employ varied sources of technology to integrate reading and writing in the content area. For instance, the Promethean Board can be used to utilize interactive activities, teach active reading strategies, review reading skills, introduce historical time periods, and facilitate discussion questions. The use of technology tools promotes collaboration and engagement in whole-class or small-group lessons. In an effort to facilitate ongoing learner participation and real-time assessment, teachers can also use the Presentation Plus CD which accompanies your textbook. (See the Technology section at the end of this guide.)

**Pre-AP strategies to consider (explain)**

**Yes, But Strategy**- Teachers will use this strategy to assess the validity of a reading by finding statements that support the position taken. In the second column, give an opposing reason, thereby showing both sides of the argument.

Sample Question: Is Immigration good or bad for the United States? Students will choose an opinion, support it and give a counterclaim as well.

<table>
<thead>
<tr>
<th>Position/Assertion:</th>
<th></th>
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<tbody>
<tr>
<td><strong>Yes</strong></td>
<td><strong>But</strong></td>
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</table>
After:

**Journaling:**
The teacher could use journal prompts such as
1. Imagine you were an immigrant coming to America what was your voyage like in steerage? Or
2. Imagine you are an 11 or 12 year old immigrant living in New York City, describe a typical day?

**Summarizing Strategy** - The teacher will use a lesson closure framework to help students summarize the lesson. Allowing the students to summarize the lesson is an excellent way of gauging their understanding. Students are also able to clear up misunderstandings and it helps them to recall key concepts and main idea.

**Differentiation:**
**Intervention:**
Teacher should facilitate a guided reading with group about cause and effect (or teacher identified area of need) of immigration. Cause-Effect Chart.pdf and ImmigrationtheEarly1900s.pdf

On Level:
**Reciprocal teaching** refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read. (From http://www.readingrockets.org/strategies/reciprocal_teaching)

Acceleration:
**DBQ / Mini-DBQ**
Students answer an Essential Question with information obtained from one or more primary source documents. The student will answer essential question using primary source picture from Jacob Riis. Using this strategy the student will practice their analytical skills. It is designed for students to show their knowledge of content, synthesize the information and to
express their perspective through essay writing.

**How do social reforms occur throughout history?**

Child Labor.gif
ChildEnforcement3-Child Labor letter.pdf
Child Mill Workers.jpg
Social Studies-Jacob-Riis-photos.pdf
Booker T. Washington and W.E.B. DuBois – (Read Like an Historian lesson idea)

### Accommodations: ELL/SPED

WWW.wida.us/standards/CAN_DOs/

The descriptors provide a starting point for working with ELs. It serves as a tool for planning. The descriptors provide a continuum of English language development. As teachers become aware of their students English levels of proficiency, the descriptors provide sensory, graphic and interactive support needed to facilitate ELs' access to content.

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### Technology: (Hardware) (Software)

- Promethean Board
- Promethean Clickers
- Document Camera
- Computer/ Ipad
- American Journey Presentation Plus
- Vocabulary Puzzlemaker CD
- Interactive Tutor
- Self-Assessment CD-ROM
- ExamView Pro Testmaker CD-ROM
- Audio Program
- American History Primary Source Document Library CD-ROM
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Teacher Notes:
As you plan for this unit, consider literacy connections and attempt to plan cross curricular activities which will enhance students’ learning. Allow students to focus on writing and supporting their opinions with evidence from text. During this unit, teachers should cover a range of topics which should allow students to make real world connections. For example, when discussing the temperance movement, ask students to consider social ills that are relevant to today. Allow them to juxtapose, the benefit of passing a constitution amendment to eradicate that problem as opposed to a local law or ordinance. Students should also be able to relate to child labor laws and why they were relevant during the times. There are thousands of primary sources which could help paint a picture for students and frame their discussions throughout the unit.

This unit covers a multitude of topics and events in history. The suggested strategies centered on immigration as a springboard to other events which impacted the influx of new people in America. The unsanitary living arrangements and egregious working conditions motivated social reformers like Clara Burton, Ida Tarbell, Lewis Hines, Horace Mann and other into action for change. There should also be a mention of Booker T. Washington, W.E.B. Dubois, the Niagara Movement, Jim Crow and the KKK. This will help students to understand segregation in the military during World War I and The Great Migration as workers move North for better opportunities.

Looking Ahead: The next unit will involve the study of
- World War I
- Policy of Isolationism
- Imperialism
- Nationalism
- Major Battles of World War I
- Sinking of the Lusitania
- Zimmerman Note
- Alabama’s connection to the war
- Treaty of Versailles

References:


United States Studies: The Industrial Revolution to the Present Sixth Grade

Curriculum Guide

September 23, 2014-October 9, 2014

Unit 3: World War I

Suggested Pacing: 6 - Ninety Minute Classes

Unit At A Glance:
The unit focus is to examine the causes, major events, key players and effects of the “Great War”
The students must understand that World War I was a war of major proportions which forever changed the ways in war is waged. Students will examine the impact of technology and how it is used to gain advantages in war. At the culmination of this unit, the students should gain an appreciation for the significance of World War I, the skills needed to analyze and evaluate primary sources and a greater understanding of history.

In order to access all available resources, click on the hyperlink by holding down the “Ctrl” key.

ACOS:
Students will be able to:
6.3 Identify causes and consequences of World War I and reasons for the United States’ entry into the war.
   - Describing military and civilian roles in the United States during World War I
   - Explaining roles of important persons associated with World War I, including Woodrow Wilson and Archduke Franz Ferdinand
   - Analyzing technological advances of the World War I era for their impact on modern warfare
   - Locating on a map major countries involved in World War I and boundary changes after the war
   - Explaining the intensification of isolationism in the United States after World War I
   - Recognizing the strategic placement of military bases in Alabama (Alabama)

CCRS Standard:
There are several standards which could apply to this unit within the Alabama Literacy and Writing Standards for Social Studies. As you plan your lessons, make attempts to include the

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### Reading and Literacy Standards 6-8

1. Cite specific textual evidence to support analysis of primary and secondary sources. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

2. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

3. Identify key steps in a text's description of a process related to history/social studies.

### Writing Standards 6-8

4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

9. Draw evidence from informational texts to support analysis, reflection and research.

### NCSS

Incorporate the 10 Strands of the [National Council for the Social Studies](https://www.ncss.org) in order to help develop students into informed, civic-minded decision makers of the global society in which we live.

### Enduring Understanding:

Students should understand that conflict resolution can involve hostility, cooperation, compromise, and change.

### Essential Question(s):

1. What were the main causes of World War I and what other countries were involved?
2. How did World War I begin?
3. Why did America have to abandon its policy of isolationism?
4. How did the introduction of new military technology change warfare during WWI?
5. Is conflict inevitable? Desirable? Avoidable?
6. What is worth fighting for?

### Learning Objective(s):

- I can locate major places involved in the war and key battles on a map.
- I can recall the importance of wartime alliances
- I can describe how world events contribute to international conflict
- I can summarize the roles of both military and civilians in the U.S. during WWI
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<table>
<thead>
<tr>
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<th>Content Specific</th>
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<tbody>
<tr>
<td>Appraise</td>
<td>Neutrality</td>
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<tr>
<td>Cause and Effect</td>
<td>Draft</td>
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<td>Conflict</td>
<td>Propaganda</td>
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<td>Women in the workforce</td>
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<td>Lusitania</td>
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<td>Zimmerman Telegram</td>
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<td>Trench warfare</td>
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<td>Tanks</td>
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<td></td>
<td>Treaty of Versailles</td>
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<td>League of Nations</td>
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**Assessments: Formative and Summative**

**Formative assessments** can be used to adjust teaching and learning while they are happening within the classroom. Formative assessments can inform both teachers and students when instructional adjustments should be made and helps teachers determine next steps during the learning process.

**Quick Writes** help engage students in thinking about a content topic before, during, and after reading. A Quick Write asks students to respond to a question or prompt related to the text by writing down whatever comes to their minds without worries about organization or grammar.

**Recordkeeping** is a way to keep a record of student learning throughout the unit to provide evidence of student progress. Quick ungraded journal entries, sketches and brief written work throughout the unit demonstrate what the student knows and can do at specific points and provides information needed by the teacher to adjust instruction. Records of accomplishments also serve to inform students and parents of academic progress without the stigma of grades.
Response Logs are used to examine student thinking. Students are able to make text to self-connections and text to text. They offer students a place to respond personally, to ask questions, to predict, to reflect, to collect vocabulary and to compose their thoughts about text.

Summative assessments can be used to gauge students’ learning relative to content standards. They are given to determine what students have mastered. Some examples of summative assessments include, but are not limited to the following: state assessments, district benchmarks, weekly tests, end of unit tests, and end of term exams.

Summative Assessment I: Pre-Test, August 25- September 5, 2014
Post-Test, October 1-15, 2014

Instructional Consideration:
Before:

- An important part of comprehension is language acquisition. Students must be able to make meaningful connections with vocabulary in order to comprehend reading. Beginning your lesson with a vocabulary strategy is best practices. For example, the teacher should consider beginning the lesson by discussing and completing a Word Splash.
  1. The teacher will “Splash” 8-10 words from the lesson/unit on the board.
  2. Students discuss what they know about the words and speculate on the subject matter to be learned.
  3. Students categorize the words. Words can be put in any category just allows students to think.
  4. Students use the words as they turn what they have learned into a narrative summarizing what they have studied (after strategy).

- Another strategy is a Brainstorm Carousel. At the beginning of the unit, the teacher should place key concepts on the board. This could be the vocabulary words such as nationalism, isolationism, militarism etc. and have students write down what they know about the word and make predictions about how it might lead to war.

- The students could utilize Quick-writes on a daily basis to journal ideas taught in class or to answer the essential questions. This could be used to make self to text connections about conflict resolution. For example, the following questions can be projected on the
1. What do you do when you have a disagreement with another person?
2. How do you resolve conflict without physical violence?
3. Is physical violence ever justified and when?

During:
- **Structured Note Taking** is a strategy which helps students develop their note-taking skills. It helps students develop better listening skills and develop the ability to differentiate between relevant facts and conjecture.
  1. Instruct students in the various organizational patterns that authors use (Bold headings etc.)
  2. Model structured note taking. Give students a short passage using the four sequencing chart and walk them through using it for note taking as you go along.
  3. For the first few time you may want to fill in the major headings on the organizer (Nationalism, Imperialism, Alliances and the Assassination of Archduke Ferdinand).
  4. After finishing reading, students can share with partners their work, explaining why they included certain information and justifying how they organized the information in the graphic.

- **Analyzing Primary Sources** is a skill which is instrumental in teaching students how to evaluate, make predictions, and summarize vast amounts of history. It is also a tool to teach critical thinking skills and scaffold students’ learning to higher levels of thinking.
  For example, in this unit the students will reflect on the ultimate cause of World War I. The teacher will facilitate and students will participate in a *choral reading* activity of ReadingFranzFerdinand.pdf. The students will complete history mapping activity with his or her partner. Students will analyze a primary source document using FranzFerdinand.pdf to further understand the assassination of Archduke Ferdinand and the people behind the assassination. This *graphic organizer* will help students to organize their learning.

- Students will work with a **peer partner** (mixed ability groupings) to develop mapping skills. The students will locate major places involved in the war and to identify alliances.
of World War I. The students will use this world_war_one_map_activity.pdf to understand what alliances were formed and their proximity to each other.

After:

- At the end of the lesson teacher should review what has been taught. Students will demonstrate knowledge by having students participate in an Expert Jigsaw: An expert jigsaw breaks up a large text into smaller chunks. It allows the students to take leadership by teaching their peers what they’ve learned, but first gives them the confidence to do so by giving them time to consult with other students that read the same section of a given text.

Topic Ideas: Trench Warfare using primary sources and Pros and Cons of the Treaty of Versailles.

- A Whip Around to complete a quick appraisal of a concept (and find out if there are misunderstandings or errors to clarify). It is a strategy for total participation and data gathering. It also provides struggling readers with other perspectives and models of text-based thinking. After reading, instruct students to answer aloud, going up and down each row, responding to a given question that connects to the text, e.g. “Which paragraph offered the best visual description of ______?” or “Read aloud the phrase that stood out in your mind”. Often, the Whip question follows the text rendering, so students are revealing some of their during-reading thought processes.

After instruction has taken place throughout the lesson or unit, return to the K-W-L chart and have students taking turn placing what they have learned on the L portion of the K-W-L chart. To facilitate many of the suggested instructional consideration strategies, technology should be used throughout this unit to enhance student learning. Teachers should employ varied sources of technology to integrate reading and writing in the content area. For instance, the Promethean Board can be used to utilize interactive activities, teach active reading strategies, review reading skills, introduce historical time periods, and facilitate discussion questions. The use of technology tools promotes collaboration and engagement in whole-class or small-group lessons. In an effort to facilitate ongoing learner participation and real-time assessment, teachers can also use the Presentation Plus CD which accompanies your textbook. (See the Technology section at the end of this guide.)
Pre-AP strategies to consider (explain)

<table>
<thead>
<tr>
<th>DBQ / Mini-DBQ- Student will practice their analytical skills with this strategy. It is designed for students to show their knowledge of content, synthesize the information and to express their perspective through essay writing. Students will answer a Big Picture Question with information obtained from one or more primary source document. Student can allow students to choose which DBQ to answer in order to give students more choice in displaying their knowledge.</th>
<th>Mini DBQ WWI</th>
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**Differentiation:**

**Intervention:**
Utilizing a Clunking Strategy a teachers will work with students who need more instruction or who are having comprehension problems using clunks graphic organizer. The teacher will guide the students on using fix-it strategy thus allowing them to take ownership of their own learning. This strategy calls for students to reread, use context clues, prefixes and suffixes to decipher the meaning of words or sentences in a text.

**On Level:**
Using Story Mapping the students will complete the included story map or problem analysis graphic organizer to illustrate their understanding of a key event in the war. This strategy helps students to place large amounts of information in sequential order and tell a cohesive story.

**Acceleration:**
The students will use a visualization strategy while working with their groups to imagine living in a trench during World War I. Each group will read section assigned selection. They will analyze soldiers’ experiences by reading primary accounts told by soldiers. At the end of lesson, they will complete the following learning task.
- Imagine that you are a soldier fighting in the trenches. Write a letter home describing the conditions in the trenches.

**Accommodations: ELL/SPED**

[WWW.wida.us/standards/CAN_DOs/](WWW.wida.us/standards/CAN_DOs/)

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</tr>
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<td>· Presentation Plus! CD-ROM</td>
</tr>
<tr>
<td>· TeacherWorks CD-ROM</td>
</tr>
<tr>
<td>· Interactive Student Edition CD-ROM</td>
</tr>
<tr>
<td>· Glencoe Skillbuilders Interactive Workbook CD-ROM, Level 1</td>
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<tr>
<td>· The American Journey Video Program</td>
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<td>· American Music: Hits Through History</td>
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<td><strong>Primary Sources/ Readings</strong></td>
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Teacher Notes:
As you plan for this unit, consider the sequence of the units and how you want to teach the unit.
to enhance student learning. Students should be taught about America’s neutrality and how imperialism played a major focus in the global views of the world. Also, students must understand the underlying causes of the war such as nationalism and imperialism. The United States and other country sought to annex and claim other countries as their own. For example, the annexation of Hawaii and Alaska. Students should also garner an understanding of conflict and how people respond to and resolve conflicts in a variety of ways. The students’ comprehension can be greatly increased with teaching strategies which enhance vocabulary acquisition. Also, allowing students to manipulate primary sources and engage students in analyzing documents with the help of graphic organizers can greatly increase their critical thinking skills.

**Looking Ahead:** In the next unit of study the following will be discussed.

- Harlem Renaissance writers and other turn of the century writers
- Jazz Age
- Key inventors and inventions of the early 20th Century – G.W. Carver
- The Modern 1900’s woman- flappers, suffragists, etc…
- Presidential economics leading to the Stock Market Crash of 1929

**References:**


TCM Staff. (2012). *Secondary: Successful Strategies for Reading in the Content Areas.* Huntington Beach: Shell Education.


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