

Theme

How did Industrialization and Progressive Reforms cause the Nation to change?

STEM Innovation Academy Unit 3 Plan

<p>Subject: American Experiences (Honors US History I) Unit Title: The Development of the Industrial United States and the Emergence of Modern America: Progressive Reforms Grade: 9</p>	<p>Teacher: Kathleen Gengaro Duration: Third marking cycle (12 weeks)</p>
<p style="text-align: center;">Summary of Unit</p> <p>Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.</p> <p>Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.</p>	
<p style="text-align: center;">Stage 1 – Desired Results</p>	
<p>Essential Questions:</p> <p>How do we use evidence from the past to predict the outcomes of events today? How have the roles of women, African Americans and Native Americans changed (or have they) from and during the progressive period? How can individuals have an impact on the problems of society? How do we measure success? Who can change society? What factors contribute to the discrimination of marginalized populations? How do historians measure progressive eras? Are labor movements successful for all? How do inventions and innovations change the world? What are the comparisons between immigration during this time and immigration today? How do historians define “modern”? How do the impacts of governmental efforts to regulate industrial and financial systems affect economic stability? How effective were the governmental policies and actions by groups and individuals in addressing discrimination against new immigrants, Native Americans, and African Americans? How did rapid urbanization affect the environment and the quality of life in the cities? How do labor and agricultural organizations protect the rights of workers? How does public education foster national unity and help people meet their economic needs and expectations? How does geography affect access to raw materials and new global markets to promote trade?</p>	

How did women organize to promote government policies designed to address injustice, inequality, workplace safety, and immorality?

How does supply and demand influence price and output?

How did the successes and failures of efforts to expand women's rights effect the nation?

Can people work together to accomplish needed changes?

Objectives/Learning Targets:

Differentiate between connotation and denotation of vocabulary in primary, secondary, and literary sources.

Apply close reading skills to develop an analysis of information from text

Develop strategies to listen open-mindedly to views contrary to their own

Develop and utilize strategies to understand how to read informational text

Collaborate to manage and resolve conflicts

Apply democratic values and processes to particular historical events

Critique the advantages and disadvantages of different forms of protest

Analyze political cartoons, artist bias, and why there are two sides to every story and create original political cartoons

Evaluate why there may or may not be valid reasons for reforms, and the implications of reforms for marginalized groups, including women, African Americans, new immigrants, and Native Americans

Debate and support positions for and against government policies designed to address injustice, inequality, workplace safety, and immorality

Write a research simulation task

Participate in moot court relating the creation of African American advocacy organizations to United States Supreme Court decisions, including *Plessy v. Ferguson*

Read like a historian using tools such as sourcing, contextualization, corroboration, and close reading

Recognize tone and structure in primary and secondary source documents

Integrate arguments and beliefs into persuasive, coherent presentations and work cooperatively in groups to organize effective presentations

Analyze the advantages and disadvantages of different forms of protest, including labor organizations, women's rights and ratification of the 19th Amendment

Analyze the purposes of government and the foreign policies of American presidents during this time period, and how these presidents contributed to the United States becoming a foreign power

Debate and support a position for whether or not the impact of money, investment, credit, savings, debt, and financial institutions were available for all citizens of the United States

Write a commentary in support of a position from both a historical and literary perspective

Standards/Outcomes:

A. Civics, Government, and Human Rights

6.1.12.A.5.a

Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

6.1.12.A.5.b

Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.A.6.a

Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.A.6.b

Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

6.1.12.A.6.c

Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., *Plessy v. Ferguson*) and state and local governmental policies.

B. Geography, People, and the Environment

6.1.12.B.5.a

Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

6.1.12.B.5.b

Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.B.6.a

Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.B.6.b

Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

C. Economics, Innovation, and Technology

6.1.12.C.5.a

Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

6.1.12.C.5.b

Compare and contrast economic development of the North, South, and West in the post-Civil War period.

6.1.12.C.5.c

Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.C.6.a

Evaluate the effectiveness of labor and agricultural organization in improving economic opportunities for various groups.

6.1.12.C.6.b

Determine how supply and demand influence price and output during the Industrial Revolution.

6.1.12.C.6.c

Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

D. History, Culture, and Perspectives

6.1.12.D.5.a

Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

6.1.12.D.5.b

Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

6.1.12.D.5.c

Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

6.1.12.D.5.d

Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

6.1.12.D.6.a

Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.

6.1.12.D.6.b

Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.

6.1.12.D.6.c

Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

NJSLS Related Items:

Progress Indicators for Reading Informational Text:

Key Ideas & Details: RI.9-10.1, RI.9-10.2, RI.9-10.3

Craft & Structure: RI.9-10.4, RI.9-10.5, RI.9-10.6

Integration of Knowledge & Ideas: RI.9.7, IR.9-10.8, RI.9-10.9, RI.9-10.10

Progress Indicators for Language:

Conventions of Standard English: L.9-10.1, L.9-10.2

Knowledge of Language: L.9-10.3

Vocabulary Acquisition and Use: L.9-10.4, L.9.-10.4.A, L.9-10.4.B, L.9-10.4.C, L.9-10.4.D, L.9-10.5, L.9.-10.5.A, L.9-10.5.B, L.9-10.5.C, L.9-10.6

Progress Indicators for Speaking and Listening

Comprehension and Collaboration: SL.9-10.1, SL.9-10.1A-D, SL.9-10.2, SL.9-10.3

Presentation of Knowledge and Ideas: SL.9-10.4, SL.9-10.5, SL.9-10.6

Reading: NJSLS History, Social Studies, Science and Technical Subjects Grade 9-10:

RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.7, RH.9-10.8, RH.9-10.9, RH.9-10.10

Writing: NJSLS Anchor Standards for Writing

NJSLSA.W1-NJSLSA.W10

WHST.9-10.1-WHST.9-10.10

Prose Constructed Response: Research Simulation

21st Century Career Ready Practices

CRP1-Act as a responsible and contributing citizen and employee.

CRP2-Apply appropriate academic and technical skills.

CRP4-Communicate clearly and effectively and with reason.

CRP5-Consider the environmental, social and economic impacts of decisions

CRP6-Demonstrate creativity and innovation.

CRP7-Employ valid and reliable research strategies.

CRP8-Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9-Model integrity, ethical leadership and effective management.

CRP11-Use technology to enhance productivity.

CRP12-Work productively in teams while using cultural global competence.

Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.

Stage 2 – Assessment Evidence

Unit Pre-Assessment:

Industrialization and Progressive Era

Presentation:

Invention project video/podcast

Minority Inventors

Performance Task(s):

- Shark Tank where students invent or improve upon a product and create a presentation to sell their invention or improvement to investors, taking into account such factors as patents, cost, production, and market
- Case study on how supply and demand influenced price and output during the Industrial Revolution (Carnegie and steel, Pullman and railroads, Ford and cars, as examples) compared with industries and entrepreneurs of today (Zuckerberg and Facebook, Paige-Brin and Google, as examples)
- Use of technology to produce an assessment of the impact of rapid immigration and urbanization on the environment and on the quality of life in cities in the style of Jacob Riis

Authentic:

- Moot court [Students will research and argue the legal principles in *Plessy v. Ferguson* before a panel of lawyers or upperclassmen/administrators]
- Debate Presentations [Impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey with the Paterson Silk Strike of 1913]
- Political Cartoons [Great Race for the Western Stakes 1870; Reality; Does Not Such a Meeting Make Amends; The Farmers and the Railroads: The Grange; Justice in the Rail; Gilded Age Has Striking Similarities; Boss Tweed; Women's Sphere; The Muck Rake and Some of the Muck; A Nauseating Job, But it Must be Done; The Burden Long Ago Called "Women's Duty"]. Students will analyze political cartoons of the time period and will create their own political cartoons using political cartooning techniques of exaggeration, symbolism, labeling, irony and analogy.
- Debate on the merits of the Pacific Railway Acts

Summative:

- Women's Suffrage [Students will research the 100th anniversary of women's right to vote and will create an essay, poem, drawing, sculpture, or video expressing the purpose of the 19th Amendment as originally envisioned, the role it plays in current day society, what would society be without it, the 19th century view of a woman's role and how this ideal influenced attitude about suffrage.]
- Expository Essay on Triangular Shirtwaist Factory Fire
- Argumentative Essay on whether Andrew Carnegie was a hero

- Explanatory Essay how the Pacific Railway Acts of 1862 promoted political corruption in the construction of the railroad.

Formative:

- Unit Pre-Assessment
- Exit Tickets
- Fishbowl Discussions
- CommonLit Assignments aligned with the curriculum (as detailed below)
- Vocabulary assessments

Extensions (Tier I):

Differentiated reading/research based on in-class work and NJSLA data, grouping based on ability levels for some assignments.

Transcontinental Railroad (alternate assignment)

Students will research Lincoln’s background as a railway lawyer and the laws that were passed under Lincoln’s administration (Pacific Railway Acts of 1862) and will write an explanatory essay, or will debate, how these laws promoted political corruption in the construction of the transcontinental railroad.

Child Labor (alternate assignment)

Students will research child labor today and will compare and contrast the issues of child labor in the United States in the early 1900s with issues of child labor today in the Democratic Republic of the Congo, Ethiopia, India, Liberia, Myanmar, Nigeria, Pakistan, Somalia, or the country of their choosing that still practices child labor. Students will create a video examining these issues.

Women’s Suffrage (alternate assignment)

Given the women’s movement in both abolition and for voting rights, why did the Equal Rights Amendment fail? Students will have researched the women’s responses to the abolitionist movement, and will have also researched how this led to the women’s rights movement. Students will be asked to research and reflect on how this led to the proposal for an equal rights amendment, and why this amendment failed. Students will be asked to present, either in fishbowl fashion, or podcast/screencast, or in an essay, why--if the women’s movement was

Differentiation (Tiers II and III):

Detailed outlines, guided self-improvement plans, direct and guided instruction, lunch and advisory extra help, homework contracts, weekly conferences based on classwork and NJSLA data, grouping based on ability levels for some assignments

SE: Modifications aligned with student IEPs and 504s

ESL: Scaffolding for ELL students, utilizing Sheltered English Instruction strategies including word-to-word dictionaries

Is Andrew Carnegie a Hero? (alternate assignment)

Students will be assigned the short version (SV) rather than the longer version (LV)

successful in achieving the right of women to vote--equality for women was not achieved and is still not achieved today.

Triangular Shirtwaist Factory Fire (alternate assignment)

Students will extend the assignment listed below by also reading primary source accounts of the incident and will debate whether the newspaper account or primary source accounts are more accurate.

<http://www.c3ta.org/weblinks/triangle-shirtwaist-factory-fire-329.html>

Stage 3 – Learning Plan

Vocabulary

Frontier, boomtowns, cattle drive, transcontinental railroad, sodbusters, deflation, buffalo soldiers, dry farming, Exodusters, patents, corporations, vertical integration, horizontal integration, trust, monopoly, collective bargaining, old immigrants, new immigrants, steerage, benevolent societies, tenements, sweatshops, mass transit, suburbs, mass culture, department stores, advocate, political machines, Progressives, muckrakers, initiative, recall, referendum, workers' compensation laws, capitalism, socialism, conservation, imperialism, isolationism, spheres of influence, dollar diplomacy, antitrust, labor union, new immigrants, settlement houses, yellow journalism, reservation system, diplomacy, ghost dance, populists, strike, corollary; separate but equal, suffrage, suffragist, abridge

Expert/Field Experience(s):

- Field trip to Benjamin Franklin Museum in Philadelphia
- Tenement Museum in New York City <https://www.tenement.org/explore/lower-east-side/>
- Tenement Museum Walking Eating Tour <https://www.messynessychic.com/2017/08/18/a-19th-century-eating-tour-of-the-lower-east-side/>

Sample Activities:

Highlighting Black American Innovators: Research, Visuals, and Presentations

“Pecan Pioneer” by Tiya Miles (page 76), “Popular American Music” by Wesley Morris (pages 60–67), and several other articles in *The 1619 Project* emphasize invaluable contributions by black Americans to U.S. society. After reading these pieces, students will consider: Which innovations were new to you? What other contributions by black Americans should be taught in schools? Conduct a research project that investigates an innovation by a black American. You could research innovators in music, science, technology, or any other arena. Select a person who contributed to a field you are passionate about! Create a visual that presents what you learned, and then work with your class to create a public presentation about black American innovators throughout history.

Transcontinental Railroad

Students will research specific aspects of the transcontinental railroad, including railway promoters, passengers, land speculators, Chinese immigrants, Irish immigrants, and representatives of Native American tribes living on the Great Plains. Students will either write a letter, speech, diary entry or brochure from one of these perspectives. Students will create rubrics for how they will be evaluated on this project and will self-assess at the end.

Child Labor

Students will collaboratively research the issues of child labor in this country, and will focus on the photographs of Lewis Hine and will prepare an editorial, photo documentary or a video of issues concerning child labor in the early 1900s, as assessed by a rubric that each group creates for the project.

Women's Suffrage

Students will research why women could not vote in the United States, and the lack of a coherent national policy guaranteeing women the right to vote. After researching these issues, students will examine the different strategies used by women suffragists to gain the right to vote. Students will break into three groups, representing three different strategies, and will present their positions to the class. Each group will then vote on the positions and plan a celebration of the 19th amendment giving women the right to vote by creating a speech, or song, or other form of art. Students will then be asked to write an explanatory essay "Do you think that women would have gotten the right to vote if government had not proposed an amendment to the Constitution?" <https://www.tolerance.org/classroom-resources/tolerance-lessons/womens-suffrage>

Was Andrew Carnegie a Hero?

After reading 10 documents about Andrew Carnegie and the economy of the United States during this time period, students will determine whether Carnegie was a hero. This DBQ asks students to assess primary and secondary source documents involving political, social and economic issues, as well as a variety of graphs, political cartoons, and informational text, and come to a determination as to whether to support or refute his status as a hero. Students will need to use evidence to create an argumentative essay that supports their position.

Triangular Shirtwaist Factory Fire

Students will have researched the sweatshops in the United States, particularly in the New York City garment district, and the lack of laws protecting these workers. They will be asked to read the New York Times article about the Triangular Shirtwaist Fire, "141 Men and Girls Die in Waist Factory Fire; Trapped High Up in Washington Place Building; Street Strewn with Bodies; Piles of Dead Inside," *New York Times*, March 26, 1911. Students will then research the events surrounding that massacre and the progressive reforms that came as a result of the tragedy and write an expository essay about the events as they relate to progressive reforms.

Literacy Connections/Research/Resources:

- Primary and secondary sources (as noted below)
- Current events and how they link to the past
- Drawing the Color Line--Where are we today?
- Choices program (online edition) <http://www.choices.edu/> :
 - Westward Expansion: A New History
- Howard Zinn--A People's History of the United States, Chapters 7-12 [Text and reflections]
- Zinn Education Project [reading informational text and participating in role-play about the subjects]:
 - The Expansion of Empire
 - The Power in our Hands
 - Plessy v. Ferguson
 - Escape to Gold Mountain
- SHEG projects [reading informational text/responding to document based questions about the text]:
 - Battle of Little Bighorn
 - Carlisle Indian Industrial School
 - Great Plains Homesteaders
 - Chinese Immigration and Exclusion
 - Homestead Strike
 - Pullman Strike
 - Populism and Election of 1896
 - 1889 North Carolina Election
 - Annexation of Hawaii
 - Maine Explosion
 - Spanish American War
 - Philippine-American War Political Cartoons
- DBQ online:
 - How Violent was the Old West?
 - http://www.socialstudieshelp.com/Amer_History_Syallbus.htm
- News ELA (articles aligned with curriculum)
- CommonLit {reading informational text and primary source documents about the topic and responding to multiple choice questions aligned with NJSL and open-ended responses about the text}
 - The Rush of Immigrants
 - America's Shifting Views on Immigration
 - Letter from Mary Mallon: On Being 'Typhoid Mary'
 - Triangle Shirtwaist Factory Fire
 - Can Machines Learn Morality?
 - Excerpt from Walden: "Economy"
- EBSCO
 - <https://curriculum.newvisions.org/social-studies/course/us-history/>
 - Unit 5 Gilded Age and Progressive Era
 - <http://www.nj.gov/education/amistad/>
 - Unit 7-Evolution of a New Nation State
 - Unit 8-Civil War and Reconstruction
- https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/
- All classwork, resources, and homework are posted daily on Google classroom.

APPENDIX

Students will know:

- Vocabulary associated with these standards
- That the Homestead Act negatively impacted Native Americans and the environment
- That the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- The economic development of regions in the US differed (i.e., North--manufacturing, mills, South--agriculture, West--ranching, mining, farming) in the post-Civil War period.
- That Native Americans were displaced by the migration of whites to the West.
- The impact of Wounded Knee and Little Big Horn battles.
- Government policies favoring laissez faire capitalism promoted innovation, entrepreneurship, and industrialization in NJ and the US.
- The cyclical nature of the economy and the impact of periods of economic expansion and downturns (i.e., 1873, 1893, and 1907) had an impact on businesses, individuals and the nation.
- That Carnegie, Edison, Morgan, Rockefeller, Vanderbilt, Pullman, and Westinghouse became “captains of the industry.”
- The contributions of African American inventors, including Latimer, Rillieux, Beard, Blair, Brown, Carver, and Matzelliger.
- The impact of governmental efforts to regulate industrial (e.g., Sherman Antitrust Act, Clayton Anti-trust Act, Interstate Commerce Act) and financial systems (i.e., Federal Reserve Act) in order to provide economic stability.
- That labor organizations were created for workers’ rights and the impact of labor organizations today.
- Workers’ strikes of then (e.g., Great Railroad Strike, Haymarket Riot, Homestead Strike, Pullman Strike, Lawrence Textile Strike, Paterson Silk Strike) and workers’ strikes of today impact industry, consumers, and the nation.
- The impact of women’s organizations concerning workplace issues (e.g., Triangle Shirtwaist Factory Fire, Mary Harris “Mother Jones”) and immorality (temperance).
- The impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey and the United States.
- The efforts of muckrakers to expose unfair business practices and political corruption and promotion of social justice.
- The effectiveness of Progressive reforms (Pendleton Civil Reform Act, Meat Inspection Act of 1906, Pure Food and Drug Act of 1906) in preventing unfair business practices and political corruption as well

as promoting social justice.

- That government limited immigration of certain ethnic groups and the impact of these laws on the immigrants of this period.
- The effectiveness of public education in fostering national unity and values, and in helping people meet their economic needs and expectations.
- That there was a struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- The similarities and differences between how Washington and Du Bois addressed the issue of African American segregation and discrimination.
- Continuation of segregation and discrimination (*Plessy v. Ferguson*) and state and local governmental policies led to the creation of African American advocacy organizations (i.e., NAACP and National Urban League).
- How governmental policies and actions by groups and individuals addressed discrimination against New Immigrants, Native Americans, and African Americans.
- Child labor of 1890s-1930s compared to child labor issues of today.
- How mass production and mass marketing in this time period promoted a consumer culture and impacted individuals lives and how those techniques differ from the techniques of today.
- The successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

Students will be able to:

- Understand connotation of words in primary, secondary and literary sources
- Utilize close reading skills to develop an understanding of information from text
- Listen open-mindedly to views contrary to their own
- Develop and utilize strategies to understand how to read informational text
- Collaboratively develop strategies for managing and resolving conflict
- Demonstrate an understanding of democratic values and processes
- Accept decisions that are made for the common good
- Recognize that the actions or inactions of an individual, group, and nation may have intended and unintended consequences
- Analyze rights that all people in our nation should have
- Analyze the advantages and disadvantages of different forms of protest
- Analyze how there is not necessarily a correct answer to dilemmas
- Analyze the purposes of government
- Analyze political cartoons
- Analyze why there are two sides to every story and that there are valid reasons for and against getting involved in a war
- Debate and support their positions for and against the removal of Native Americans
- Write a research simulation task
- Conduct research from multiple perspectives
- Participate in moot court
- Read like a historian
- Recognize tone in primary source documents
- Analyze primary source documents
- Justify a point of view
- Analyze issues facing the United States in 1812, identify the core underlying values of the options, integrate the arguments and beliefs of the options and the readings into a persuasive, coherent presentation and work cooperatively in groups to organize effective presentations.
- Analyze the advantages and disadvantages of different forms of protest

- Analyze how there is not necessarily a correct answer to dilemmas
- Analyze the purposes of government
- Analyze political cartoons
- Analyze why there are two sides to every story and that there are valid reasons for and against getting involved in a war
- Debate and support their positions for and against equality for African Americans post-Civil War
- Write a commentary in support of their position from both a historical and literary perspective
- Conduct research from multiple perspectives
- Participate in a mock trial
- Read like a historian
- Recognize tone in primary source documents
- Analyze primary source documents
- Justify a point of view
- Analyze issues facing the United States in the late 1800s-early 1900s, identify the core underlying values of the options, integrate the arguments and beliefs of the options and the readings into a persuasive, coherent presentation and work cooperatively in groups to organize effective presentations.
- Effectively question for technique