

Unit 5: Early Industrialization & Westward Expansion

Unit #:	APSDO-00022696	Duration:	4.0 Week(s)	Date(s):	
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Team:
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Grades:
 8

Subjects:
 Social Studies

Unit Focus

In this unit, students will examine the causes and results of the Industrial Revolution and Westward Expansion. The assessments for this unit include a source analysis of the working conditions of the Lowell mills and a synthesis/illustration of the major events in Westward Expansion using a Google Presentation. The primary instructional materials for this unit include *The American Nation* textbook, historical documents, secondary sources, graphic organizers, and maps.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 8</i></p> <ul style="list-style-type: none"> Cite specific textual evidence to support analysis of primary and secondary sources. <i>CCSS.ELA-LITERACY.RH.6-8.1</i> Write arguments focused on discipline-specific content. <i>CCSS.ELA-LITERACY.WHST.6-8.1</i> Identify aspects of a text that reveal an authors point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). <i>CCSS.ELA-LITERACY.RH.6-8.6</i> Conduct short research projects to answer a question (including a self- 	<p>T1 (T1) Access and analyze text for context, reliability and accuracy to determine relevance.</p> <p>T2 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions.</p> <p>T3 (T4) Communicate information and ideas based on purpose, task and intended audience using appropriate language.</p> <p>T4 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U200) Innovations and revolutions address significant societal needs.</p> <p>U2 (U202) Change: Innovations and revolutionary changes can lead to intended and unintended consequences that can be</p>	<p>Q1</p> <p>What were the driving forces for Americans to settle West?</p>

<p>generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <i>CCSS.ELA-LITERACY.WHST.6-8.7</i></p> <ul style="list-style-type: none"> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <i>CCSS.ELA-LITERACY.RH.6-8.7</i> Distinguish among fact, opinion, and reasoned judgment in a text. <i>CCSS.ELA-LITERACY.RH.6-8.8</i> Draw evidence from informational texts to support analysis reflection, and research. <i>CCSS.ELA-LITERACY.WHST.6-8.9</i> 	<p>both positive and negative. U3 (U300) Economic systems provide for the production and distribution of resources in ways that benefit some and harm others. U4 (U402) Movement of population depends upon availability of resources and perception of security.</p>	<p>Q2 How did the settlement of the West create conflict? Q3 (Q200) What are the causes and effects of this revolution/innovation? How does this compare to other revolutions/innovations?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skills
<p>Connecticut Goals and Standards <i>Social Studies : 8</i></p> <ul style="list-style-type: none"> Analyze connections among events and developments in historical contexts. <i>HIST.8.1</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources. <i>INQ.6-8.5</i> Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. <i>GEO.8.3</i> Explain how economic decisions affect the well-being of individuals, businesses and society. <i>ECO.8.1</i> Explain multiple causes and effects of events and developments in the past. <i>HIST.8.9</i> Use questions generated about multiple historical sources to identify further 	<p>K1 The Industrial Revolution brought great change and improved efficiency to American life</p> <p>K2 The Lowell system served as a model for other factory towns, but also contained many dangers for workers</p> <p>K3 Americans improved the national transportation network through new roads, canals and steamboats</p> <p>K4 Settlers were attracted to Oregon and the Far West for farmland and faced many hardships and dangers on their journey</p> <p>K5 The settlement of Americans in Texas led to independence from Mexico</p> <p>K6 Manifest destiny played a crucial role in</p>	<p>S1 Cite specific textual evidence from primary and secondary sources to support analysis</p> <p>S2 Conduct short research task to answer a question or solve a problem</p> <p>S3 Synthesize multiple sources on a topic to demonstrate understanding</p> <p>S4 Identify multiple perspectives of the same event, idea, or position and examine the rhetoric and details that lead to varying interpretations</p> <p>S5 Communicate ideas through different genres, media formats, and styles of presentation</p>

<p>areas of inquiry and additional sources. <i>HIST.8.7</i></p>	<p>advancing westward expansion</p> <p>K7</p> <p>Conflict over border disputes and desires to increase territory led to the Mexican War</p> <p>K8</p> <p>Mormons sought refuge in Utah because of religious persecution</p> <p>K9</p> <p>The California Gold Rush brought cultural diversity and development to the region</p> <p>K10</p> <p>Native Americans continued to be pushed off of their land and concentrated on reservations</p>	
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