

U.S. History and the Constitution

Unit 6- Response to Industrial America

Suggested Pacing: Pacing Block 8

Honors Level Reference: [State Board of Education Honors Framework](#)

Standard 3 Enduring Understanding

Industrialization, government support and technological growth led to immigration and urbanization, spurring the greatest industrial growth in American history. While beneficial overall, these processes contributed to a disparity in wealth, igniting reform movements that aimed to regulate business, altering the expectation of Americans that the government could and perhaps should intervene to regulate economic problems.

Unit Clarifying Statement

Industrialization, government support and technological growth led to immigration and urbanization, spurring the greatest industrial growth in American history. While beneficial overall, these processes contributed to a disparity in wealth, igniting reform movements that aimed to regulate business, altering the expectation of Americans that the government could and perhaps should intervene to regulate economic problems. Students will apply the skills of historians to analyze varying perspectives regarding the involvement of our government in economic issues.

Major Takeaways

- Industrialization contributed to a disparity in wealth, igniting reform movements that aimed to regulate business, altering the expectation of Americans that the government could and perhaps should intervene to regulate economic problems.
- The government provided subsidies to big businesses that allowed them to flourish and ultimately grow into monopolies in their respective industries. By the turn of the 20th century, big business owners began to heavily influence the political realm of American society, often backing the candidates that best served their interests.
- Laborers began to join forces to protect themselves against exploitation by forming unions, utilizing collective bargaining, and participating in strikes.

- These strikes were often unsuccessful because owners could rely on the abundance of unskilled laborers to replace striking workers as well as government intervention to end the strikes.
- Another response to this domination of big businesses was the political organizations formed by farmers to improve their economic well-being and standard of living. The Populist Movement not only reflected anxieties over the changing American Identity, which deemphasized the role of the American farmer, but also sought new measures to restrict big business, particularly railroads, through government regulation.
- Like the Populists, the Progressives wanted to reform the excesses of laissez-faire capitalism. For Progressives, government proved to be the solution to political and economic ethical problems. They pushed for the government to regulate business practices, enact voting reforms, and ensure environmental protection.

Standard 3: Demonstrate an understanding of how innovation and industrialization impacted demographic change, reform movements, and American identity from 1862 to 1924.

Unit Compelling Question

Did the economic benefits of industrialization outweigh the costs to groups such as workers, Native Americans, and small farmers?

([Full document of State Standards here](#))

Indicator(s)

USHC.3.E: Utilize a variety of primary and secondary sources to analyze multiple perspectives of innovation and industrialization on demographic change, reform, and American identity.

The historical thinking skill of evidence should be embedded throughout all indicators to support the development of other historical thinking skills. Engaging students in the analysis of primary and secondary sources is essential for

promoting inquiry-based learning in Social Studies.

USHC.3.P: Examine the relationship between the expanding corporate economy and American government during the period 1862 to 1924.

This indicator was developed to encourage inquiry into the economic transformation in the late 19th and early 20th century resulting largely from technological innovations, corporate structures and government policies. This indicator also promotes inquiry into Native American efforts to protect tribal rights and culture as the United States admitted new territories and states in the west.

Topic: Government Policies, Corporate Expansion, and Impacts on Native Americans

USHC.3.CE: Assess the causes and effects of significant turning points in the Populist and Progressive era from 1877 to 1924. This indicator was developed to encourage inquiry into the growth, decline, and legacy of the Populist Party.

This indicator supports inquiry into the multifaceted objectives of the Progressive Movement, including political and social reforms, which influenced both political parties of the period and resulted in lasting legislation.

Topic: Causes and Effects of Populist and Progressive Movements

USHC.3.CO: Compare the strategies and tactics of the Captains of Industry to those of the leaders of the labor movement.

This indicator was developed to encourage inquiry into the economic, political, and social differences between industrial leaders and labor leaders. This indicator encourages inquiry into the post-Civil War growth of wealth, the conditions of the working class, and the response to industrialization and urbanization.

Topic: Comparisons of Industrial and Labor Leaders

Assessment	Description
Multi-Document Multiple Choice Unit Questions	This document set explores the themes of Unit 6 (based on the EOC

	Data Review Report) and asks five document-based, multiple choice questions using the historical thinking skills embedded in the standards.
<u>SUMMATIVE ASSESSMENTS:</u> OPTION 1: Summative Assessments: Performance Task: Students can communicate their answer to the unit compelling question using the CER argument process. Offer a variety of formats for communicating answers. (Essay, poster, slideshow, flipgrid,etc)	○ CER Graphic organizer ○ CER Rubric
OPTION 2: Have students complete the EOC Performance Level Descriptors for all indicators in the unit on pages 7 & 8. USHC.3.P USHC.3E USHC.3.CO USHC.3.CX	
Option 3: MASTERY CONNECT Unit 6 ASSESSMENT	● <i>Follow the link above to access a teacher-created unit summative assessment. Once you log in to Mastery Connect, you can select 'Add to Tracker' in the top right corner. On the next screen, denote the appropriate tracker(s) to which you'd like the assessment added. Once the assessment is added, you will launch it like any other assessment.</i> ● <i>You are also able to clone and edit assessments. Follow the link above to the assessment, select the clone icon, rename the assessment for your needs, save the assessment, and add to the appropriate tracker(s).</i> ● <i>This assessment was created by a team of teachers using the curriculum map and SCDE Alignment Guide.</i>

Option 4: See stimulus set in the [Alignment Guide](#) pg.56.

DOK/Cognitive Complexity Example:

Source 1	Source 2	Source 3	
"This, then, is held to be the duty of the man of Wealth: First, to set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and after doing so to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial result for the community—the man of wealth thus becoming the sole agent and trustee for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer—doing for them better than they would or could do for themselves." —Andrew Carnegie, "Wealth" 1889	"But now comes a harder question. How is this growing wealth divided? Is it rightly or wrongly divided?...During the past fourteen years the wealth of this nation has increased much faster than the population, but the people who work for wages are little if any better off than they were fourteen years ago.... What has the Christian moralist to say about this state of things? He is bound to say that it is a bad state of things, and must somehow be reformed....Christianity...ought with all its emphasis to say to society: 'Your present industrial system, which fosters enormous inequalities, which permits a few to heap up most of the gains of this advancing civilization, and leaves the many without any substantial share in them, is an inadequate and inequitable system, and needs important changes to make it the instrument of righteousness.'" —Congregationalist Minister Washington Gladden, 1886	"U.S. Supreme Court Dissolves the Standard Oil Trust" "Washington, D.C., May 15 - The Standard Oil company of New Jersey and it's nineteen subsidiary corporations were declared today by the Supreme Court of the United States to be a conspiracy and combination in restraint of trade. It also was held to be monopolizing interstate commerce in violation of the Sherman anti-trust law. The dissolution of the combination was ordered to take place within six months. Thus ended the tremendous struggle on the part of the government to put down by authority of law a combination which it claimed was a menace to the industrial and economic advancement of the entire country..." —The Weekly Republic, May 18, 1911	
Content/Topic	Low	Medium	High
Perspectives on the Captains of Industry	How did Carnegie justify his wealth?	What arguments were put forward against the owners of large corporations?	Would the author of Source 1 or Source 2 be more likely to support the Supreme Court ruling in Source 3? Why do you think so?

Learning Targets for Indicators

The Indicators are intended to help students learn the standard. Indicators are not meant to be taught in isolation. They are skills students use to learn the standard.

Below are broader LTs for each indicator. Attached [here](#) are supporting learning targets for each indicator.

Content

All content is located in the alignment guide linked below.

Using the EOC Data Test Review can also be very helpful for content:

[2025 EOC Data Review](#)

When addressing standards that involve controversial topics, use your professional judgment to present content objectively, remain impartial, and ensure

Sample Tasks

DBQ's, Stimulus Sets, Inquiry Lessons

	<i>discussion is appropriate for students' maturity and readiness. Refer to GCS Board Policy and consult your Academic Specialist for Social Studies and/or your principal if you are uncertain about how to proceed.</i>	
Disciplinary Literacy Strategies Click on Links Below: SS Reading to make Meaning.png Reading to Analyze Author's Perspective.png What does it mean to analyze.png Historical Thinking Skills: How Historians read, think and write.png Reading for Comparison.png Reading for Contextualization.png Reading for Periodization.png Reading for Continuity and Change Reading for Causation		
USHS.3.E: I can utilize a variety of primary and secondary sources to analyze multiple perspectives on the impact of innovation and industrialization on demographic change, reform movements, and American identity. The historical thinking skill of evidence should be embedded throughout all indicators to support the development of other historical thinking skills. Engaging	U.S. History and the Constitution Alignment Guide: EOC Performance Level Descriptors The alignment guide contains: • Standard Overview • Possible questions for inquiry • Content • Sample tasks	Graphic organizers for assessing primary and secondary documents (sourcing skills) Note: teachers may wish to consult with English 3 teachers to look at the U.S. History supporting content in the <i>Into Literature 11</i> consumable textbook. English teachers might not be using these texts, which can be removed from the consumable and used in U.S. History classrooms. For The Response to Industrial America, there is an excerpt from Upton Sinclair's <i>The Jungle</i> with associated literacy

students in the analysis of primary and secondary sources is essential for promoting inquiry-based learning in Social Studies.	• DOK/Cognitive complexity example • Vocab. to support historical thinking skills • Question/Sentence Stems	activities such as guided annotation and vocabulary support. *Primary source strategies Create tasks to promote students' understanding of how Social Darwinism was used to justify business activities and compare differing perspectives. Have students create comparison charts to identify strategies (e.g., "strikebreaking," "vertical or horizontal integration," "collective bargaining," "creation of trusts," "control of labor costs") that would have been supported by either labor leaders, Captains of Industry, or both. Emphasize the meaning of commonly used disciplinary economic words or phrases frequently throughout instruction in this standard (e.g., "free market," "trusts," "capitalism," "competition," "rates and rebates," "laissez-faire," "regulations," "quota," "cost," "goods and services," "capital," "subsidies," "taxes and tariffs").
USHS.3.P: I can summarize and analyze the evolution of federal government policies, including the Homestead Act and the Pacific Railway Act, in facilitating corporate expansion from 1862 to	U.S. History and the Constitution Alignment Guide: EOC Performance Level Descriptors The alignment guide contains: • Standard Overview • Possible questions for inquiry • Content	Federal Reserve System Introduction Activity • UDL Engagement Strategy = Four Corners Vocabulary Opener Frayer Model Template • UDL Representation Strategy = Frayer Model Economic Impacts in 19th/20th Century

1924. I can evaluate how government subsidies, tariffs, and land grants shaped the corporate economy during the late 19th and early 20th centuries, identifying shifts between incentives and regulations. I can analyze the effects of government policies from 1862 to 1924 on Native American communities, particularly during periods of westward expansion and corporate growth.	• Sample tasks • DOK/Cognitive complexity example • Vocab. to support historical thinking skills • Question/Sentence Stems	• Teacher-led instruction with student guided notes with built in opportunities for evaluation and questioning. Technology, Transportation, and Natural Resources Analysis • UDL Expression Strategy = 6 word story Analysis of Government Actions • UDL Expression Strategy = Placemat Strategy • Have students work in a group to create a graphic organizer to summarize the government action and the impact on the economy. • Have students grade conclusions about the government's actions during the era. ◦ Overview of the Sherman AntiTrust Act ◦ Overview of the Chinese Exclusion Act ◦ Overview of the Pacific Railway Act (use print friendly version) ◦ Overview of the Interstate Commerce Act Federal Reserve Act Lesson Plan • UDL Expression Strategy = speed dating strategy Periodization Timeline and Analysis • UDL Representation Strategy = ABC Summaries Three Truths, One Lie
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		Vocabulary Buzzword Game • Have students pick vocab words from the unit and write three words that relate to the vocab word on the card. • Those are words students cannot say when trying to get their partner to guess the vocab word.
USHS.3.CE I can assess the causes and effects of the Populist Movement by analyzing the economic and political climate from 1877 to 1924, including the impact of the Farmers Alliance and the Interstate Commerce Act of 1887. I can analyze the causes that led to Progressive reforms by examining the political, economic, and social climate, including urbanization, industrialization, and immigration. I can evaluate the influence of Jim Crow laws and the Plessy v. Ferguson decision on the early Civil Rights Movement, analyzing the societal responses and changes that followed.	U.S. History and the Constitution Alignment Guide: EOC Performance Level Descriptors The alignment guide contains: • Standard Overview • Possible questions for inquiry • Content • Sample tasks • DOK/Cognitive complexity example • Vocab. to support historical thinking skills • Question/Sentence Stems	Sister Suffragette Video Clip • Students will view the video clip and answer the following questions. 1. Who are sister suffragettes and what are they advocating for? 2. What two "sides" are represented in the video clip? Who is on which side? Issues Facing Farmers Image Analysis • UDL Representation Strategy = PMI strategy Progressive Movement Primary Source Lesson • Students will use evidence to determine how industrialization and urbanization led to progressive reforms. Progressivism DBQ Activity: Progressive Era Reforms Source Analysis - "The Jungle" Excerpt with Extension Activities Populist Party Platform Lesson • UDL Representation Strategy = Whittle It Down Pure Food and Drug Act Chronological Sequencing Activity

[Women's Suffrage Movement](#)

- Students will use primary sources to compare pro and anti suffrage arguments and draw conclusions about the accomplishments and limitations of the movement.

[19th Amendment](#)

- Students will use evidence from the documents to compare and contrast the National Woman's Party & the National American Woman Suffrage Association and analyze the tactics women used to achieve suffrage.

Muckrakers (DOK Questions):

- **Low:** What was a muckraker?
- **Medium:** What were the goals or strategies used by muckrakers?
- **High:** What effects did muckrakers have on government policies during the Progressive era?

[Vocabulary Mad-Libs](#)

- Edit based on vocab deemed essential by the teacher.

[Causes and Effects of Industrialization \(1870-1910\)](#)

- UDL Engagement Strategy = [Jigsaw](#)
- Students will use documents to summarize the causes and effects of significant turning points from 1870-1910 using a [jigsaw strategy](#).

[Synthesis Task: Gilded Age and Progressive Era](#)

- **Strategy:** Students will use a graphic organizer to review the main themes

		from the learning so far and build connections between the themes.
USHS 3.CO: I can compare and analyze the strategies and tactics used by Captains of Industry and labor leaders, including monopolistic practices and collective bargaining, as well as government responses to both groups' needs. I can categorize and evaluate the economic, political, and social differences between industrial leaders and labor leaders during the post-Civil War period, including their beliefs about wealth accumulation and societal impact. I can assess the effectiveness of various tactics employed by industrial leaders and labor leaders in achieving their respective goals during the era of industrialization.	<u>U.S. History and the Constitution Alignment Guide:</u> <u>EOC Performance Level Descriptors</u> The alignment guide contains: • Standard Overview • Possible questions for inquiry • Content • Sample tasks • DOK/Cognitive complexity example • Vocab. to support historical thinking skills • Question/Sentence Stems	Primary Sources: • Robber Barons or Captains of Industry? Lesson plan • Political cartoon- Great Race • Boss of the Ring • Statue Unveiled • Bosses of the Senate • Anti-corporate cartoons • Labor Unions and working conditions- LOC Big Business: Good or Bad for the Nation? - Teacher Copy - Student Copy • UDL Representation Strategy = ◦ Compare tactics of big business leaders and evaluate perspectives and draw conclusions about big business leaders as philanthropists or robber barons. ◦ This task uses personal student whiteboards or pieces of paper. Labor Reactions to Industrialization Activity • UDL Engagement Strategy = ◦ Use the 5 A's Model to analyze and compare famous strikes (Haymarket, Homestead, Pullman, Ludlow), analyze the government response, and evaluate the success of the Labor Movement. Convict Leasing System Lesson Plan and

[Secondary Source Reading](#)

- UDL Engagement Strategy =
 - Use a grouping strategy or combine this lesson with government responses.

Industry and Labor Leaders (DOK Questions)

- **Low:** What are some characteristics of industry and labor leaders?
- **Medium:** How were the strategies and tactics used by industry leaders different from labor leaders?
- **High:** Why were industry leaders more successful in winning the support of the public than labor leaders?

[Perspectives on Industrialization](#): How did the American economy shape the American experience?

- UDL Engagement Strategy = [Text Based Stations](#)

[Comparison of Strategies and Tactics Graphic Organizer](#)

- UDL Expression Strategy = [Pin It](#)
 - Use this as an exit ticket or whole class activity to “add on” (without repeating what was already said) sticky notes to the class chart to answer the learning target.

[Revisit Prediction](#)

- Students revisit predictions from the beginning of the unit/lesson.

- Have students Pair/Share their original responses and explain new learning using [Active Listening strategies](#).

Vocabulary

Academic

(Process Words)

Content-Specific

Primary source
Secondary source
Evidence
Analysis
Inquiry
Investigation
Assessment
Summarize
Describe
Evaluate
Debate
Interpretation
Historical thinking skills
Cause and effect
Continuity and change
Perspective
Context
Bias
Corroboration

Oliver Hudson Kelley
 Grange
 Farmers' Alliance
 Populism
 Bimetallism
 William McKinley
 William Jennings Bryan
 Cornelius Vanderbilt
 Interstate Commerce Act
 Andrew Carnegie
 Laissez-Faire
 Social Darwinism
 Vertical Integration
 Horizontal Integration
 Philanthropy
 J.P. Morgan
 John D. Rockefeller
 Trust
 Monopoly
 Sherman Antitrust Act
 Samuel Gompers

Collective Bargaining
 American Federation of Labor (AFL)
 Industrial Workers of the World (IWW)
 Jane Adams
 Tenement Housing
 Settlement House
 Social Gospel Movement
 Political Machine
 Graft
 Boss Tweed
 Progressive Movement
 Florence Kelley
 Prohibition
 Muckraker
 Henry Ford
 Initiative
 Referendum
 Recall
 16th - 19th Amendments

Susan B. Anthony
 Suffrage
 Elizabeth Cady Stanton
 Upton Sinclair
 The Jungle
 Theodore Roosevelt
 Square Deal
 Keating Owen Child Act
 Indian Citizenship Act
 Meat Inspection Act
 Pure Food and Drug Act
 Conservation
 NAACP
 William Howard Taft
 Bull Moose Party
 Woodrow Wilson
 Clayton Antitrust Act
 Federal Trade Commission
 Federal Reserve System
 Convict Lease System
 Plessy v Ferguson (1896)

Additional Resources

[United States History and the Constitution Test Blueprint 2024-25](#)[United States History and the Constitution](#)[Item Types and Descriptions](#)[EOC Performance Level Descriptors](#)[Instructional Strategies](#)[2025 EOCEP U.S. History and the Constitution Test Data Review Report](#)[2024 EOCEP U.S. History and the Constitution Test Data Review Report](#)[2023 EOCEP U.S. History and the Constitution Test Data Review Report](#)[2022 EOCEP U.S. History and the Constitution Test Data Review Report](#)[2021 EOCEP U.S. History and the Constitution Test Data Review Report](#)[Primary Sources](#)[Historical Thinking Skills](#)[Inquiry](#)[Mastery View Predictive Assessments USHC Semester Pacing Guide](#)[EOC Sample items](#)[EOC Sample Items](#)