

**Theme: American Studies- Economic Development**

**Essential core question: How are industrialization, mass production, natural resources, communication and political power interdependent?**

<p><i>Students will be able to :</i></p> <p>Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)</p> <p>Distinguish intended from unintended consequences. (H, E, C)</p> <p>Distinguish historical fact from opinion. (H, E, C)</p> <p>Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)</p> <p>Define terms such as <i>abolitionist, industry, Immigration, emigration, merchant, manufacture.</i></p> <p><b>RELATED SOFTWARE AND WEBSITES</b></p> <p>Resources from Marco Polo site: <a href="http://www.marcopolo-education.org">www.marcopolo-education.org</a>:</p> <p style="padding-left: 20px;"><i>Reviving Bodie</i> <i>Rich, Poor or Somewhere in the Middle</i> <i>Human Capital for Money</i> <i>I Hear the Locomotives</i> <i>The Industrial Age in America</i> <i>Child Labor in America</i></p>	<p><b>STUDENT LEARNING OUTCOMES</b></p> <p><i>A student will be able to:</i></p> <p><b>E 1</b> Explain the importance of technological advancement in the 19<sup>th</sup> century. (US1.26, US1.27, US1.29)</p> <p style="padding-left: 40px;">Examples: Canals Bridges Turnpikes Steamboats Railroads</p> <p><b>E 2</b> Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (US1.28, US1.29, US1.35)</p> <ol style="list-style-type: none"> <li>1. Technological improvements and inventions that contributed to industrial growth</li> <li>2. Causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s</li> <li>3. Rise of a business class of merchants and manufacturers</li> <li>4. Roles of women in New England textile factories</li> <li>5. Impact and role of slavery</li> </ol> <p><b>E 3</b> Describe patterns of immigration over time. Examine reasons why people immigrate. (US1.26, US1.27)</p> <p style="padding-left: 40px;">Example: Emma Lazarus, “The New Colossus”</p> <p><b>E 4</b> Describe how immigration impacts national identity and economic development. (US1.26, US1.27, US1.32)</p>	<p><b>ASSESSMENT STRATEGIES AND ACTIVITIES</b></p> <p><i>Students will demonstrate their knowledge/skill by:</i></p> <p>Students will create a journal comparing and contrasting their life with the life of a teenager during the Industrial Revolution.</p> <p><b>SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Problem Solving Initiatives</td> <td style="width: 50%;">Group Activities</td> </tr> <tr> <td>Field Study</td> <td>Persuasive essay</td> </tr> <tr> <td>Economic Games</td> <td>Debate</td> </tr> <tr> <td>Art/Music integrations</td> <td>Role Play</td> </tr> <tr> <td>Research Project</td> <td>Map Activities</td> </tr> <tr> <td colspan="2">Reading for content and relevance</td> </tr> <tr> <td>Analyze Primary &amp; Secondary source documents</td> <td></td> </tr> <tr> <td>Open-response questions</td> <td>Oral Presentations</td> </tr> <tr> <td>Plays</td> <td>Outlining</td> </tr> <tr> <td>Paraphrasing</td> <td>Summarizing</td> </tr> <tr> <td>Interdisciplinary Activities</td> <td>MLA format use</td> </tr> <tr> <td colspan="2">Locate information using indexes, table of contents, computerized directories</td> </tr> <tr> <td>Lecture/note taking</td> <td>Graphic Organizers</td> </tr> <tr> <td colspan="2">Curriculum Produced Materials</td> </tr> </table>	Problem Solving Initiatives	Group Activities	Field Study	Persuasive essay	Economic Games	Debate	Art/Music integrations	Role Play	Research Project	Map Activities	Reading for content and relevance		Analyze Primary & Secondary source documents		Open-response questions	Oral Presentations	Plays	Outlining	Paraphrasing	Summarizing	Interdisciplinary Activities	MLA format use	Locate information using indexes, table of contents, computerized directories		Lecture/note taking	Graphic Organizers	Curriculum Produced Materials	
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• Numbers in parentheses refer to the US History Learning Standards found in the Massachusetts History and Social Science Framework, Aug. 2004 pp.65-75

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