United States History
1865 to the Present

UNIT TWO
Technological Change Transforms
American Society
Introduction

This is the full unit for Unit Two, United States History A. The unit is based on the required MSDE Content Standards related to U.S. History. MCPS has broken down the standards into Content Focus Statements organized by Lesson Sequence. Content Focus Statements aid in writing mastery objectives for individual classes. However, before jumping into the minutia, start with the big picture.

Begin by reading the Enduring Understanding and Essential Questions below. Those two items encapsulate the whole idea or WHY of the unit. Why, as in “Why study this?” As you read through the outline you will see that the unit sequentially builds up to the ideas expressed in the Enduring Understanding. Next review the WHAT (next page); this is the MSDE Content Standards for this unit. These standards represent what MSDE wants students to be able to know and do. The MSDE standards that are specific to each lesson are restated at the beginning of each session. The rest of the outline and what you do in the classroom is the HOW.

Why?

Enduring Understanding

- Technology is the use of knowledge, tools, and systems to meet human wants. Change in technology can affect the economic, political, and cultural systems of a society.
- In the late 1800s, technological change transformed America from a developing nation to an economic giant by 1914. The technological changes helped create an industrialized economy dominated by large corporations. This new growth spurred many changes including working conditions, increased immigration and diversity, growth of cities, development of the West, and the destruction of Native American culture.
- The progressives, Populists, and labor unions reacted to change by exerting pressure on the political system. Reform movements for African Americans and women were largely ignored by the political system.
- Like today, Americans of the late 1800s struggled to form a national identity amidst massive change and increasing diversity.

Possible Essential Questions

1. How do changes in technology affect economic, political, and social systems?
2. Why do people uproot and move?
3. How do people react to newcomers?
4. How do economic and industrial changes affect individuals?
5. How does physical geography affect settlement patterns?
6. How do businesses mobilize resources for maximum profit?
7. How do people and institutions respond to change?
8. How can government help create national unity out of diversity?
Concept Map

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Technological Changes

Transportation Systems & Movement

Economic Activity
- large corporations
- individual and small group ventures

Settlement Patterns
- increased immigration
- relocation and destruction of Native American cultures

Culture
the language, customs, beliefs, and activities of a group of people
- jobs
- working conditions
- reform movements

Political Decisions

include support for influence

force change improve promote

impact affect alter changes
MSDE Content Standards (5/19/00) Assessed in this Unit

U.S. History

Students demonstrate understanding of the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution up to 1917.

1. Describe the rise of big business as a major force in the United States and its impact on economic and political practices.
2. Describe significant innovations in technology that changed the quality of life and transformed agriculture, mining, and ranching.
3. Explain the causes and characteristics of industrialization in the late 19th century United States, including how industrialization made consumer goods more available and increased the standard of living for many Americans.
4. Describe child labor, unregulated working conditions, laissez-faire policies toward big business, and the rise of the labor movement.
5. Analyze the new sources of large-scale immigration in terms of their origins and motives for emigrating.
6. Explain the factors producing rapid urbanization in the late 19th century and describe the major features of cities and urban life, including the contribution of immigrants and ways in which the new social and economic patterns encouraged assimilation of newcomers.
7. Analyze the consequences of western expansion, including federal Indian policy, the Plains wars, and agricultural development.
8. Describe the American political system and its successes and shortcomings in the late 19th century, including the nature of the parties, political issues, and voting patterns, and the effectiveness of public policy in dealing with the era’s social, economic, and political problems.
9. Explain the political, social, and economic origins and impact of Populism.
10. Relate the significant Progressive Era’s political, social, and economic problems to their proposed solutions at the local, state, and national levels.
11. Evaluate the impact of Progressive Era amendments and legislation on state and local society, economy, and politics.
12. Describe the urban and social reform movements under the leadership of W.E.B. DuBois, Jane Addams, and Frances Willard with the initiation of the National Urban League and the NAACP.
13. Explain the rise of the women’s movement; and its significance in the 1920s for American women; the passage of the 19th amendment, and the struggles of the leaders such as Alice Paul, Elizabeth Cady Stanton, and Carrie Chapman Catt.

Peoples and Nations of the World

1. Evaluate the manifestations of prejudice and discrimination on individuals and groups.

(Continued on next page.)
Geography
1. Use a variety of geographic tools to collect, synthesize, interpret, analyze, and evaluate information to answer geographic questions in the context of other social sciences.
2. Explain the political, economic, social, and environmental factors that contribute to the route, flow, and destination of human migration and the effect of migration on the character of both the origin and destination of places.
3. Analyze patterns, trends, and projections of population growth in places and regions and how these may affect the environment, society, and government policy.
4. Evaluate the importance of transportation and communication as factors contributing to economic development.

Political Systems
1. Analyze legislation, court decisions, and key cases dealing with interpretations of the United States Constitution, including, but not limited to Marbury v. Madison, McCulloch v. Maryland, Plessy v. Ferguson, and Brown v. Board of Education.

Social Studies Skills
1. Analyze how change happens at different rates at different times; that some aspects can change while others remain the same; that change is complicated and affects not only technology, economics, and politics, but values and beliefs.
Pre-Assessment (1 session)
Students demonstrate their understanding of physical and political geography, interpreting maps
and data, and drawing conclusions about the complex changes that transformed the United States.

LS 1 Technology Affects Society (4 sessions)
Students learn how changes in technology affect society. A mental map is drawn to review geo-
graphic characteristics of the United States c. 1865. Students learn:
- technological changes affect culture, the economy, and government
- how technology affects political, economic, and social systems
- the Bessemer process, a technological breakthrough, led to the rise of heavy industry
- railroads, the first big business, promoted growth of other businesses
- physical features influenced settlement patterns

BUILD CONTEXT FOR

LS 2 Transportation Transforms Culture (4 sessions)
Students use the example of railroads to learn how technological changes led to changes in immi-
gration, economic systems, workplaces, and destruction of Native American cultures. Students
learn:
- the transcontinental railroad was built primarily by immigrants who were drawn to the
  West for a variety of reasons
- business practices developed by railroads exemplified the new economic practices of
  big business
- technological improvements and access to railroads transformed farming, ranching, and
  mining
- Native American cultures were affected by railroads and government policy

LEADS TO MORE CHANGE

LS 3 Cities and Culture (5 sessions)
Students expand their mental map and learn how technological changes affected the growth and
development of cities. Students learn
- how technological and economic changes led to cultural changes such as increased immi-
  gration and diversity and growth of cities
- how technology and industrialization influenced the development and extension of cities
  into suburbs
- that residents of urban areas included the poor, affluent, and growing middle class who lived
  in neighborhoods reflecting social and economic choices
- that immigrant groups often formed distinct ethnic neighborhoods holding on to many
  cultural traditions while dealing with issues of assimilation
- new industrial working conditions were unregulated and marked by long hours, low wages,
  and dangerous conditions.
- party bosses controlled the voting of social and ethnic groups through favors

CAUSES
LS 4 Reaction to Change (5 sessions)
Students use role cards and issue analysis to learn how individuals, groups, and government solved the problems of the late 19th century. Students learn:

- labor unions organized to change working conditions
- farmers organized alliances and a political party to solve issues of life on farms
- reforms groups loosely organized in the Progressive movement to solve problems of life in the city
- leaders such as Booker T. Washington and W.E.B. Du Bois proposed programs to meet the needs of African Americans
- women began grass roots campaigns at state and local levels to secure the right to vote
- the issue of corruption in government was addressed by national, state, and local government reforms including the secret ballot, new forms of city government and direct primary elections

End of Unit Assessment (1 session)